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ABSTRACT

These guidelines have been written for use in implementing the Local Planning and Assessment Process (LPAP). The information is based on field development and experience with local school districts. The four major sections of the manual provide the information necessary for local planners to move from a basic awareness regarding the LPAP to a significant level of operational knowledge. Section 1 provides an overall picture of the operation of LPAP and examines some key points to consider in each phase of the process. Section 2 uses a sequence of basic tasks as a framework in which references are made to resources, alternative techniques, and other factors to consider in building a customized planning and assessment model. Section 3 presents a simulated model that uses the information in Section 2 to develop a sequence of activities that incorporates timelines and personnel as they might be employed by a local district. Section 4 provides direction and formats for the reporting of LPAP activities to the Rhode Island Department of Education. Reports submitted according to these formats satisfy the information requirements outlined in the provisional regulations for the LPAP. (Author/IRT)

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GUIDELINES MANUAL for the LOCAL PLANNING and ASSESSMENT PROCESS

Prepared by :

Bureau of Technical Assistance

Rhode Island Dept. of Education

EA 010 534

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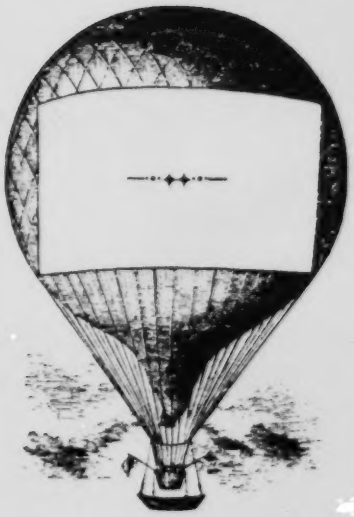
INTRODUCTION TO THE LPAP GUIDELINES MANUAL

These guidelines have been written as a resource to be used in the implementation of the Local Planning and Assessment Process (LPAP). They provide suggestions for carrying out the LPAP as well as identifying some issues and concerns central to the process. The information provided is based on field development and experience with local school districts. As such, this guidelines manual provides a practical and realistic base of knowledge for school districts involved in the LPAP.

The four major sections of the manual provide the information necessary for local planners to move from a basic awareness regarding the LPAP, to a significant level of operational knowledge. Section I of the manual addresses the broad purposes of the LPAP, provides an overall picture of its operation, and examines some key points to consider in each phase of the process. Section II moves the local educator from the theoretical to the real base. Using a sequence of basic tasks as a framework, references are made to alternative techniques, resources and factors to consider in building a customized planning and assessment model.

Section III of the manual illustrates the process undertaken using a hypothetical school district. This simulated model uses the basic information in Section II to develop a sequence of activities that incorporates timelines and personnel as they might be employed by a local school district.

Finally, in Section IV, direction and formats are provided for the reporting of LPAP activities to the R.I. Department of Education (RIDE). Reports submitted according to these formats satisfy the information requirements outlined in the Provisional Regulations for LPAP.



SECTION I

LPAP: AN OVERVIEW

RHODE ISLAND LOCAL PLANNING AND ASSESSMENT PROCESS

PURPOSES

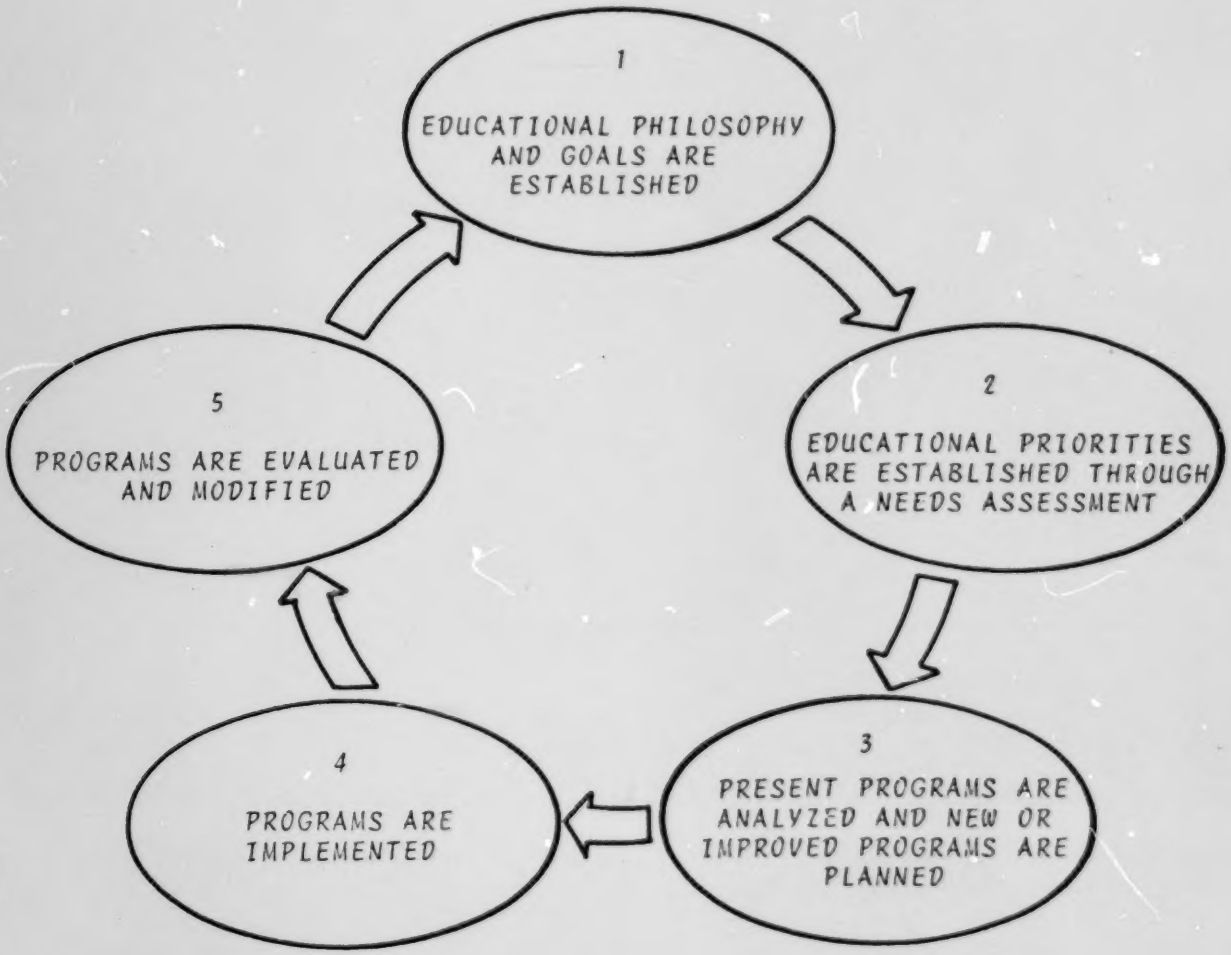
THE LPAP IS A LONG-RANGE EDUCATIONAL PLANNING AND ASSESSMENT PROCESS FOR THE LOCAL DISTRICT WHICH PROVIDES FOR:

- THE IDENTIFICATION OF LOCAL EDUCATIONAL GOALS AND OBJECTIVES
- THE PLANNING OF PROGRAMS RESPONSIVE TO STUDENT NEEDS
- A RATIONAL AND OPEN PROCESS FOR DECISION MAKING
- THE EFFICIENT MANAGEMENT OF LIMITED EDUCATIONAL RESOURCES

MANDATED BY THE EDUCATION ACT OF 1973 AND THE BOARD OF REGENTS' MASTER PLAN FOR EVALUATION, THE LPAP IS INTENDED TO ASSIST SCHOOL DISTRICTS IN COMMUNICATING TO THE LOCAL COMMUNITY AND TO THE BOARD OF REGENTS THEIR EDUCATIONAL PROGRAMS AND THE DEGREE TO WHICH LOCAL PROGRAMS ARE MEETING LOCALLY IDENTIFIED PRIORITY NEEDS.

The LOCAL PLANNING and ASSESSMENT PROCESS is

A FIVE-PHASE PROCESS THAT IS REPEATED COMPLETELY OR IN PART AT REGULAR INTERVALS. THIS PROCESS IS REPRESENTED BELOW:



ANOTHER WAY OF LOOKING AT THE FIVE PHASES OF THE LPAP IS BY SHOWING SOME EXAMPLES OF THE OUTCOMES THAT RESULT FROM ACTIVITIES IN THE PROCESS. FROM THAT PERSPECTIVE THE LPAP IS A WAY...

...of reaching agreement about what education ought to be and do by expressing these ideas in a statement of philosophy and *a set of educational goals*...

all students should know how democracy operates in the United States.

all students should understand their rights and privileges as consumers under state and federal statutes.

all students should be able to read and comprehend the written word for their own pleasure as well as for the protection of their rights and responsibilities as citizens.

...of ensuring broad participation and involvement in identifying those *areas of need that are of highest priority* in reaching district goals...

upon graduation, all students should be able to read with comprehension.

upon graduation, all students should know what factors to consider in making a decision about how to select a candidate.

...of *involving professional staff in analyzing and planning programs* that respond to the priority concerns...

a staff curriculum task force articulating a scope and sequence of reading skills.

teachers and principals from various levels analyzing and choosing tests/materials for an integrated and sequential instructional program.

teachers identifying and planning in-service training for new instructional strategies.

...of implementing the programs that have been *developed in response to the priority concerns*...

a reading program that insures each student will receive a complete sequence of reading instruction.

a revised program that provides resources for teachers and full instructional support for each student.

a program that insures integration of learning development from one school to another as well as from one grade to the next.

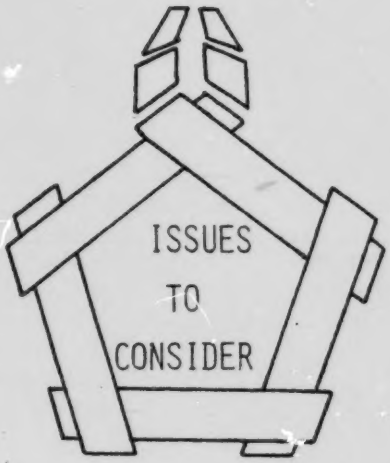
...of checking the effectiveness of the programs that have been implemented by *evaluating ongoing progress as well as the overall success of the program*...

feedback on the effectiveness or success of the in-service training program.

feedback on the adequacy of new resources, materials and/or methodologies employed.

teacher assessment of student progress.

assessment of student results on a long-term basis.



This section will discuss a number of considerations or topics related to LPAP which contribute to an understanding of the scope and uses of the process.

1. BROAD-BASED COMMUNITY INVOLVEMENT
2. COMMUNICATION
3. THE PROBLEM-SOLVING APPROACH
4. READINESS FOR PLANNING
5. COMPREHENSIVE PLANNING
6. PERSPECTIVE FOR EVALUATION

BROAD BASED COMMUNITY INVOLVEMENT

The LPAP holds as one of its tenets that education, if it is to remain viable, must be responsive to the needs of the community. The LPAP further states that a primary means to ensure this responsiveness is to involve a broad range of community representatives in the planning of educational efforts. More specifically, broad community involvement is necessary to

> Collect the opinions, perceptions and values held by community people, educators and students for incorporation into planning and assessment activities.
>
> Establish communications among community people, educators and students to promote an understanding of the capabilities and responsibilities of schools.
>
> Build commitment to and advocacy for schools by involving community groups in education.

The community involvement called for by the LPAP insures, in general, a level of awareness and review of educational activities. While the degree of involvement may vary depending on who is participating and what kind of activity is considered, all segments of the community should have a say in shaping the direction of their schools. The LPAP is designed to allow the involvement of community members to become a constant and integral part of the educational process of the district.

A careful look at the LPAP reveals that effective communication is a major determinant for success of the process. It is in fact the cornerstone for the coordination of the information and the activities that involve a wide variety of people throughout the LPAP.

School districts that approach communication in a comprehensive way can expect better results from their efforts. These results may come in the form of common meanings being accepted at an earlier stage in a set of activities, better or more understandable messages reaching the audiences for which they're intended, or savings in time and money through effective delivery of messages.

In its simplest form, communication is a process by which a *source* develops and transmits a *message* through some *channel* to one or a group of *receivers*. Examining each of these elements in any situation, and designing messages that respond to the characteristics of each element will enhance productivity and success in the communication process.

It is recommended that districts set up a communications network which insures all audiences receive information and that this information is appropriate and clear. Some basic steps in developing such a network are:

Determine the objectives;
Identify and analyze the receivers (audience);
Select appropriate techniques for reaching each audience
Evaluate the effect of your messages on specific audiences.

This kind of systematic approach to communication should begin as early as possible in the LPAP, preferably prior to any formal planning activities. Whether it be at the systems level in the form of a communications network, or at the individual level in the form of a parent-teacher conference, careful planning in communication is a key element in the improvement of education.

THE PROBLEM SOLVING APPROACH

The Local Planning and Assessment Process is simply a sequence of activities, many of which are familiar to most educators. Upon careful examination of the components of the LPAP, it is evident that this approach can be likened to a basic problem-solving model.

PROBLEM-SOLVING APPROACH		LOCAL PLANNING AND ASSESSMENT PROCESS
Define the Universe or Population	=	Set Philosophy and Goals for School District
Identify the Problem	=	Establish Educational Priorities
Conduct Research Propose Solution(s)	=	Analyze and Plan Program(s)
Implement Strategy(ies)	=	Implement Program(s)
Test Results	=	Evaluate Programs

One of the obvious characteristics of this process is that it allows the users to look at the entire school system and to identify which among all the goals of the district are the ones that must receive first attention. The LPAP, by focusing on one or more key areas, allows school systems to make a concentrated effort to improve programs. When wide community involvement is used in the LPAP, it ensures that those issues selected as most important are derived in a democratic fashion.

As with any complex activity, a certain amount of "getting ready" is important before planning can actually begin. Some basic decisions have to be made about:

What is to be planned?
How it is to be planned?
Who will do the planning?
What types of information and resources will be required?
When will activities take place?

Present and planned activities should be examined and the desired point of entry into the LPAP determined. This "pre-planning" period is also a good time to develop a climate of readiness for the planning activities which will follow. Key individuals and groups can be contacted and kept abreast of developments; meetings and agendas can be planned; and public relations groundwork can begin.

Identify:

Who must approve activities?
Who should be informed of activities?
Who will be involved in the activities?

The LPAP Provisional Regulations call for planning documents to be submitted to the School Approvals Office of the RIDE prior to the initiation of activities in each phase of the LPAP. (See Part IV, *Planning and Product Reports*.) The identification of activities, resources, people, and timelines that will be included to form the plan should be reflected in these reports.

Planning is a process in which we ask and attempt to answer questions about ends and means:

Where we are now?
Where we want to go from here?
What are some realistic ways of getting there?
Which is the best route?
What are the costs and possible side effects?
What are the gains and probable benefits?

It is also a process in which we ask and attempt to answer questions about our success in reaching the goals we have set for ourselves:

How far have we come?
Are we still on course?
Do we still want to go to the same place?
What changes in plan are required?

To one degree or another, this process is already being implemented in Rhode Island school districts. Superintendents plan their budgets for the year; principals plan their staff schedules; teachers plan their daily activities in the classroom. Despite these facts, however, much of the planning that goes on at present is fragmented and thereby limited in its scope and impact. There are several reasons why:

The planning process is seen as a luxury that time cannot afford.
It is often short-circuited by crisis management or external pressures.
It is often not attuned to the needs of the community; and
It is usually thought of as a short-term, intermittent activity.

For those reasons, planning does not often become a *comprehensive* process.

When we speak of developing a strong planning capability in a district, therefore, we do not mean to imply that the district does not possess the skills and attitudes requisite to good planning, or that it does not engage in the planning process now, only that it needs to:

Engage in planning on a system-wide basis,
View the school system as a functional whole when it plans,

View the schools as an integral part of the community,
Think in terms of long-range as well as short-term ends and,
Engage in planning -- comprehensive planning -- on a continuous basis.

Thus the LPAP is not meant to be carried on alongside of, or in addition to, other planning activities, but to serve as a tool for integrating many such activities in a district.

For instance, planning and reporting requirements for Rhode Island Department of Education programs in various areas can often be consolidated. This consolidation can serve to make local activities more efficient, less duplicative, and facilitate the integration of federal, state, and local programs. RIDE consultants can help your district to consolidate such planning and reporting requirements.

The LPAP provisional regulations require a district to write measurable program objectives as part of its program analysis and planning, and to undertake program evaluation -- i.e., to measure the degree to which districts have succeeded in attaining their objectives. The measurement of those objectives is not, however, to be construed as an end in itself, but rather as a means for generating information that can be used *to improve instructional programs*. The point of program evaluation is not to *collect* statistics, but to *use* them in making decisions about curriculum.

Since program evaluation is a major aspect of LPAP, local educational planners should be thinking about it early in the planning process. The LPAP regulations require a district to submit an evaluation plan as a part of its program plan, at the conclusion of Phase III in the process. Indeed, a district cannot even begin to write measurable program objectives until it has some idea, at least, of the instruments and methods by which it intends to measure them.

The regulations also specify that a district undertake two types of evaluation, formative and summative. Most educators are familiar with summative evaluation, in which the outcomes that exist at the close of a project are assessed. This type of evaluation is retrospective and answers the question, "How well *did* the program work?" This information is of obvious utility for future planning, but contributes nothing to the ongoing program. That is where formative evaluation comes in. This type of evaluation attempts to answer the question, "How well *is* the program working *now*?" Information about the current status of a program can serve as the basis for improvements in the program plan and can often mean the difference between success and failure.

The tools of evaluation are numerous and varied. They include:

Achievement and aptitude tests;
Attitude scales and performance tests;
Criterion-referenced tests, rating scales, reports, surveys, recordings, and videotapes, logs and records;
Personalized techniques such as interviews and observations.

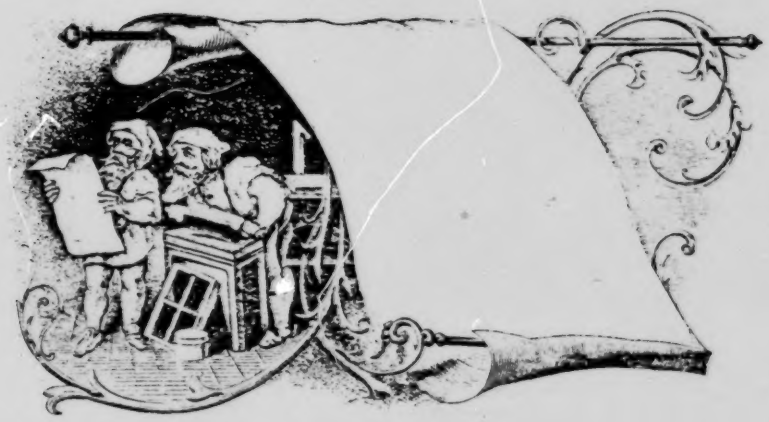
The decision as to which of these to use will depend on the nature of the program, the resources available, and the evaluator's familiarity with them. In general, however, it is best to take more than one kind of reading on how well a program is going.

SECTION II

A STEP-BY-STEP APPROACH

TO

LPAP

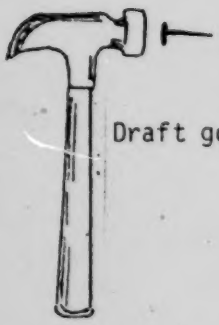


INTRODUCTION: HOW TO USE THE PROCESS MODEL

The purpose of this section is to help school administrators with the mechanics of setting up the Local Planning and Assessment Process. Because the LPAP can involve a wide variety of people and an equally diverse number of activities, this section allows for maximum flexibility in developing a process that reflects each district's personnel, resources, and style.

The section suggests the kinds of BASIC TASKS or activities that might be involved in meeting the required components* of LPAP regulations, but does not provide the formula for how the activities ought to be conducted. Rather, a range of INFORMATION AND RESOURCES is provided, enabling the local educational planner to make decisions about the activities based on the characteristics and concerns of each school district.

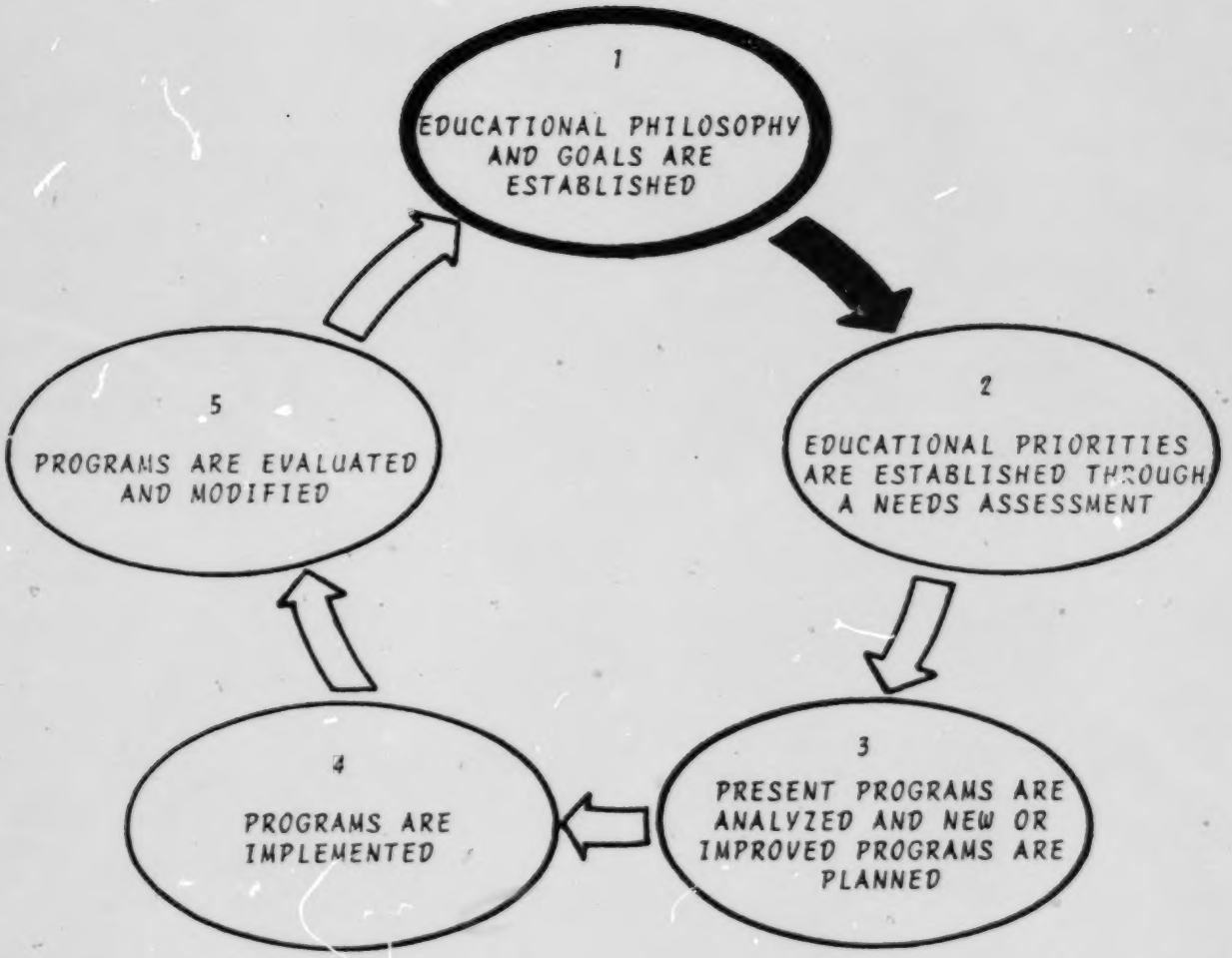
For example, a school district involved in the establishment of goal statements must incorporate "staff participation in broad public involvement" in the activities (LPAP Provisional Regulations). Look at the excerpt from the Process Model (below). These guidelines suggest that two basic tasks involved in the establishment of goals might be: (1) the drafting of goal statements; and (2) the circulation of such statements for review. If these tasks are identified as part of a district's process for establishing goals, a range of alternatives listed under INFORMATION AND RESOURCES are available.

BASIC TASKS	INFORMATION AND RESOURCES
 Draft goal statements	*ALTERNATIVES:* - *Select statements from various sources (See task #6)* - *Modify or adapt available statements*
Circulate for review	*THROUGH:* - *Newspaper coverage* - *Handbills/flyers* - *Public hearings* - *Group presentations*

*For the complete regulations, see the publication, Local Planning and Assessment Process, Provisional Regulations.

Choices such as those suggested under INFORMATION AND RESOURCES are often contingent upon factors such as who will be involved, or resources and time that are available to carry out the particular task. Recommendations for dealing with these factors are presented under PEOPLE INVOLVED and TIME INVOLVED.

School district planners will find this section most useful as a reference in putting together a customized plan of activities for their system. The REQUIRED COMPONENTS and BASIC TASKS can serve as a framework about which the full process can be developed.


1
EDUCATIONAL PHILOSOPHY AND GOALS ARE ESTABLISHED
2
EDUCATIONAL PRIORITIES ARE ESTABLISHED THROUGH A NEEDS ASSESSMENT
3
PRESENT PROGRAMS ARE ANALYZED AND NEW OR IMPROVED PROGRAMS ARE PLANNED
4
PROGRAMS ARE IMPLEMENTED
5
PROGRAMS ARE EVALUATED AND MODIFIED

PHASE 1

ESTABLISH PHILOSOPHY AND GOALS

REQUIRED COMPONENTS:

1. Establish written educational philosophy and goals consistent with Education Goals for the State of Rhode Island and the Learning Environment.
2. Ensure professional staff participation.
3. Ensure broad public involvement.
4. Report on process and products of this phase.
5. Submit plan for next phase - Establish Educational Priorities.

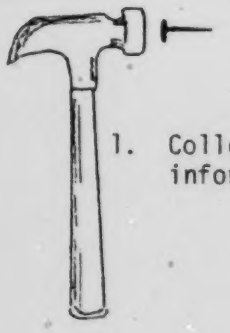
PEOPLE INVOLVED:

Role	Possible Activities
1. Superintendent - responsible for broad administration of LPAP; facilitates and directs the process.	- *Address staff meeting.* - *Chair advisory group.* - *Take statements to newspaper or radio stations.*
2. Professional staff (teachers, principals, central administrators) participate in the development of philosophy and goals.	- *Write philosophy and goals as member of work groups.* - *Review and revise philosophy and goals as member of advisory and/or technical groups.*
3. Public (parents, citizens, members of key community organizations) become involved in the development of philosophy and goals.	- *Review and critique philosophy and goals as member of advisory groups.* - *Participate in development of philosophy and goals as member of work groups.* - *Review philosophy and goals by attending public hearings or town meetings.*

TIME
INVOLVED:

Estimate	Considerations
1. Approximately 5 to 8 months to establish districtwide philosophy and goals.	- *Timelines developed consistent with long-range plan.* - *Allow sufficient time to accommodate postponements of meetings, and other possible difficulties.* - *Set firm completion dates for all tasks and activities.* - *Promote understanding of need to balance sufficient time to do a creditable job with need to complete tasks on timely basis.*

BASIC TASKS	INFORMATION AND RESOURCES
1. Collect and review demographic information about community.	- *R.I.D.E. STATISTICAL INFORMATION UNIT for school enrollment and staffing information.* - *R. I. STATEWIDE PLANNING OFFICE for population figures.* - *R. I. ECONOMIC DEVELOPMENT COUNCIL for monographs of each town or city.* - *LOCAL CHAMBERS OF COMMERCE for information of job outlooks.*



2. Collect and review current philosophy, if existing, and other relevant literature.

REVIEW:

- *R.I.D.E. MINI-PACKET entitled Establishing Philosophy and Goals.*
- *Rhode Island Goals for Education and the Learning Environment.*

CONSIDER:

- *High School Philosophy Developed for New England Accreditation.*
- *School Committee Policy Statements.*
- *Individual School Philosophies.*
- *Other school districts' philosophies.*

3. Draft statement of philosophy.

ALTERNATIVES:

- *Accept Current Philosophy.*
- *Revise Current Philosophy.*
- *Write New Philosophy.*

4. Circulate for review.

THROUGH:

- *Newspaper or newsletter.*
- *Handbills or flyers.*
- *Public hearings.*
- *Group presentations.*

KEY GROUPS:

- *School Committee.*
- *Professional Staff.*
- *Other Staff.*
- *Community Groups (including special interest groups).*

- Students.
- Parent Associations.
- Teacher Unions.
- Other Public Agencies.

5. Revise and obtain official approval.

FROM:

- Superintendent.
- School Committee.

6. Collect and review existing district goals and other goal statements.

CONSIDER:

- "Objectives" developed for New England Accreditation.
- School Committee Statements.
- Individual School Statements.
- R.I.D.E. Goals Bank.
- R. I. Goals for Education and Learning Environment.
- Phi Delta Kappan Goals.

7. Draft goal statements.

ALTERNATIVES:

- Select statements from various sources. (See TASK #6).
- Modify or adapt available statements.
- Draft new statements.

8. Circulate for review.

THROUGH:

- *Newspaper coverage.*
- *Handbills or flyers.*
- *Public hearings.*
- *Group presentations.*

KEY GROUPS:

- *School Committee.*
- *Professional Staff.*
- *Other Staff (clerks, maintenance, etc.).*
- *Community Groups (taxpayer groups, elderly, service organizations, etc.).*
- *Students.*
- *Parent Associations.*
- *Teacher Unions.*
- *Other Public Agencies (welfare, housing, etc.).*

9. Review and obtain official approval.

FROM:

- *Superintendent and/or*
- *School Committee.*

10. Develop a plan for Phase 2 - ESTABLISH EDUCATIONAL PRIORITIES.

INCLUDING:

- *Methodologies.*
- *Activities.*
- *Timelines.*

SEE:

- *Section I of this manual, page 17, "Readiness for Planning."*

USING:

- *Planning Forms for Phase 2. (See Section IV, page 112.)*

11. Fill out report forms for Phase 1 - ESTABLISH PHILOSOPHY AND GOALS.

USING:

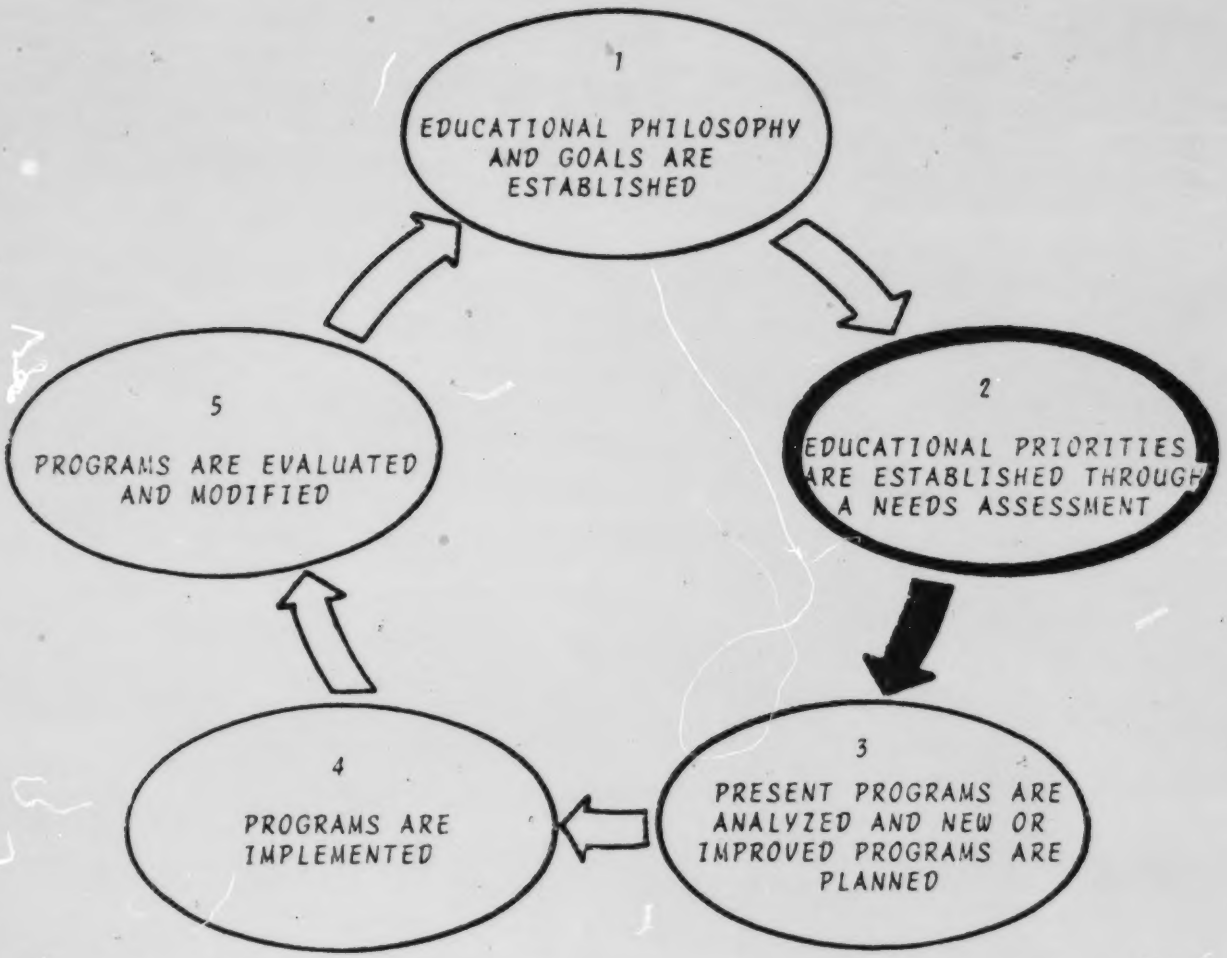
- *Report Forms for PHASE I (See 124.) Section IV, page*

12. Submit the plan for Phase 2 (BASIC TASK #10) and the report for Phase 1 (BASIC TASK #11) to R.I.D.E.

SEND TO:

- *School Approvals Unit*
  R. I. Department of Education
  Roger Williams Building
  22 Hayes Street
  Providence, RI 02908

Notes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PHASE 2

ESTABLISH EDUCATIONAL PRIORITIES

REQUIRED COMPONENTS:

1. Gather perceived needs from residents, professional staff and students.
2. Develop performance indicators for perceived priority needs.
3. Obtain objective information to validate perceived needs.
4. Develop priority order for validated needs.
5. Report on process and products of this phase.
6. Report on plan for next phase - Analyzing and Planning Programs.

PEOPLE INVOVLED:

Role	Possible Activities
1. Superintendent - facilitates and directs the process	- *Identify key concerns within the district, such as:* • *special interest or pressure groups.* • *prominent issues.*
2. Professional staff (teachers, principals, central administrators) - participate in the development and implementation of priority setting activities.	- *Develop and implement needs assessment instrument as members of a work group.* - *Review needs assessment instrument as members of an advisory and/or technical group.* - *Develop performance indicators as members of a work group.* - *Coordinate functions for certain activities.*

3. Public (parents, citizens, members of interest groups) - provide opinions about the educational needs of a district; become involved in priority setting activities.

- *Review and critique the development and implementation of priority setting activities.*
- *Respond to questionnaires on perceived educational needs.*
- *Attend group meetings or hearings to provide opinions on educational needs.*
- *Participate in administering a needs assessment instrument.*

TIME INVOVLED:

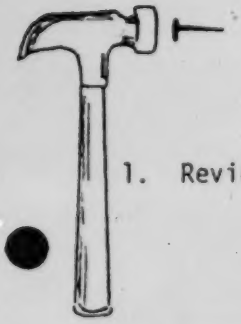
Estimate

1. It should take a district no more than 5-8 months to complete its priority setting activities.

Considerations

- *Frame timelines to fit within the long-range plan.*
- *Allow sufficient time to accommodate postponements of meetings and possible follow-up of survey.*
- *Set firm completion dates for tasks and activities.*
- *Allow sufficient time for printing and key punching when using questionnaires.*

BASIC TASKS



1. Review plan for Phase 2.

INFORMATION AND RESOURCES

ACTIVITIES:

- *Make appropriate revisions*
- *Contact personnel involved*
- *Schedule meetings*

2. Obtain and review documents and/or information relating to needs assessment.

CONTACT:

- R.I.D.E. Program Development Consultant for your district 277-2821.
- R.I.D.E. Support Services Consultants 277-2841.

OBTAIN:

- NEEDS ASSESSMENT, A Manual for the Local Educational Planner. Available from R.I.D.E.
- Needs Assessment Survey Service Manual. Available from R.I.D.E.
- Needs Assessment Resource Guide. Available from R.I.D.E.

3. Develop strategy that will be used for surveying perceptions or opinions, which may include one or more methods.

METHODS:

- Questionnaires.
- Public hearings.
- Small group meetings.
- Interviews.

4. Develop or obtain procedures that will be needed to gather perceptions.

ALTERNATIVES:

- Develop questionnaire.
- Set format or develop handouts for public hearings or group discussions.
- Set up interview procedures and train interviewers.
- Identify questions or topics that will adequately reflect district philosophy.

RESOURCES:

- Needs Assessment Kit, Center for the Study of Evaluation.
- Goal Setting Kit, Phi Delta Kappa, Inc.
- Needs Assessment Survey Service, R.I.D.E.

5. Identify a broad representative population from which perceptions can be collected.

INCLUDING:

- *Community representatives such as parents, taxpayers, special interest groups, service organizations, public and private agencies.*
- *Professional staff including union representatives and teachers from all levels or all schools.*
- *Students and former students.*

USING:

- *Voting lists.*
- *Taxpayer rolls*
- *Local directories*
- *Fire or police lists.*
- *School census.*
- *Supermarket mailing lists.*

6. Gather the perceived needs from the identified population.

THROUGH:

- *Mailings for flyers or questionnaires (bulk rates, non-profit rates).*
- *Students or volunteers to hand deliver messages.*
- *Make available for pick-up at public locations.*
- *Media messages on radio, television, or in newspapers.*
- *Separate inserts in magazines or newspapers.*

7. Order or rank perceived needs based on the responses.

DEFINITION:

A NEED is the difference between what is (present status of schools or programs) and what is expected (goals or ideals). The larger the discrepancy, the greater the need.

RESOURCES:

- *NEEDS ASSESSMENT, A Manual for the Local Educational Planner.*
- *Needs Assessment Survey Service Manual.*

8. Develop performance indicators to measure perceived priority needs.

DEFINITIONS:

- *Performance indicators are statements that seek to define measureable learning outcomes by specifying tasks whose accomplishment will be taken as evidence that an educational purpose has been attained. Performance indicators communicate educational purpose with greater specificity than goals.*

LIMIT:

- *The performance indicators developed should be limited to the top perceived priorities and include those of lower priority only if feasible given the resources available.*

CONSIDER:

- *Information needed to determine present achievement or status.*
- *Information available through current testing.*

9. Gather and review information on assessment and testing methods.

REVIEW:

- Administration guides for tests currently used in the school district.

TESTING SERVICES:

- SCORE, Westinghouse Learning Corp.
- SNAP, CTB/McGraw-Hill.
- MINNEMAST, Center for the Study of Evaluation.
- EPIC, Educational Innovation Press.
- Discrepancy Evaluation, Croft Leadership Action.

10. Collect information relating to the performance indicators.

ALTERNATIVES:

- Gather assessment information already available in the system.
- Assess or measure using new techniques or tests.
- Combine the above two as appropriate.

11. Analyze perceptions with regard to information obtained on performance indicators.

CONSIDER:

- Does assessment information on performance indicators substantiate perceived needs.
- Does the information change the order of perceived needs.

RESOURCES:

- NEEDS ASSESSMENT, A MANUAL FOR THE LOCAL EDUCATION PLANNER.

12. Develop a priority list of those perceived needs validated by support information.

DEFINITION:

- Validated needs are perceived needs which have been shown to be real through the presentation of evidence such as test data or observation.

CONSIDER:

- How many priorities are feasible to pursue.
- Factors such as time personnel and budget.
- Changes or reallocation of resources from low priority areas.

13. Communicate these findings to relevant audiences.

REVIEW:

- Keeping the Public Informed: Accent on Accountability. CAP Publication.

CONSIDER:

- Professional staff.
- Community.
- Students.
- School Committee.
- Town or city council.

ALTERNATIVES:

- Press releases.
- Press conferences.
- Flyers or handbills.
- Reports to School Committee.
- Announcements on radio and television public service spots.
- School assemblies.

14. Develop a plan for Phase 3 - Analyze and Plan Programs.

INCLUDING:

- *Methodologies.*
- *Activities.*
- *Timelines.*

USING:

- *Planning forms for Phase 3 (See Section IV, page 115.)*

15. Fill out report forms for Phase 2 - Establish Educational Priorities.

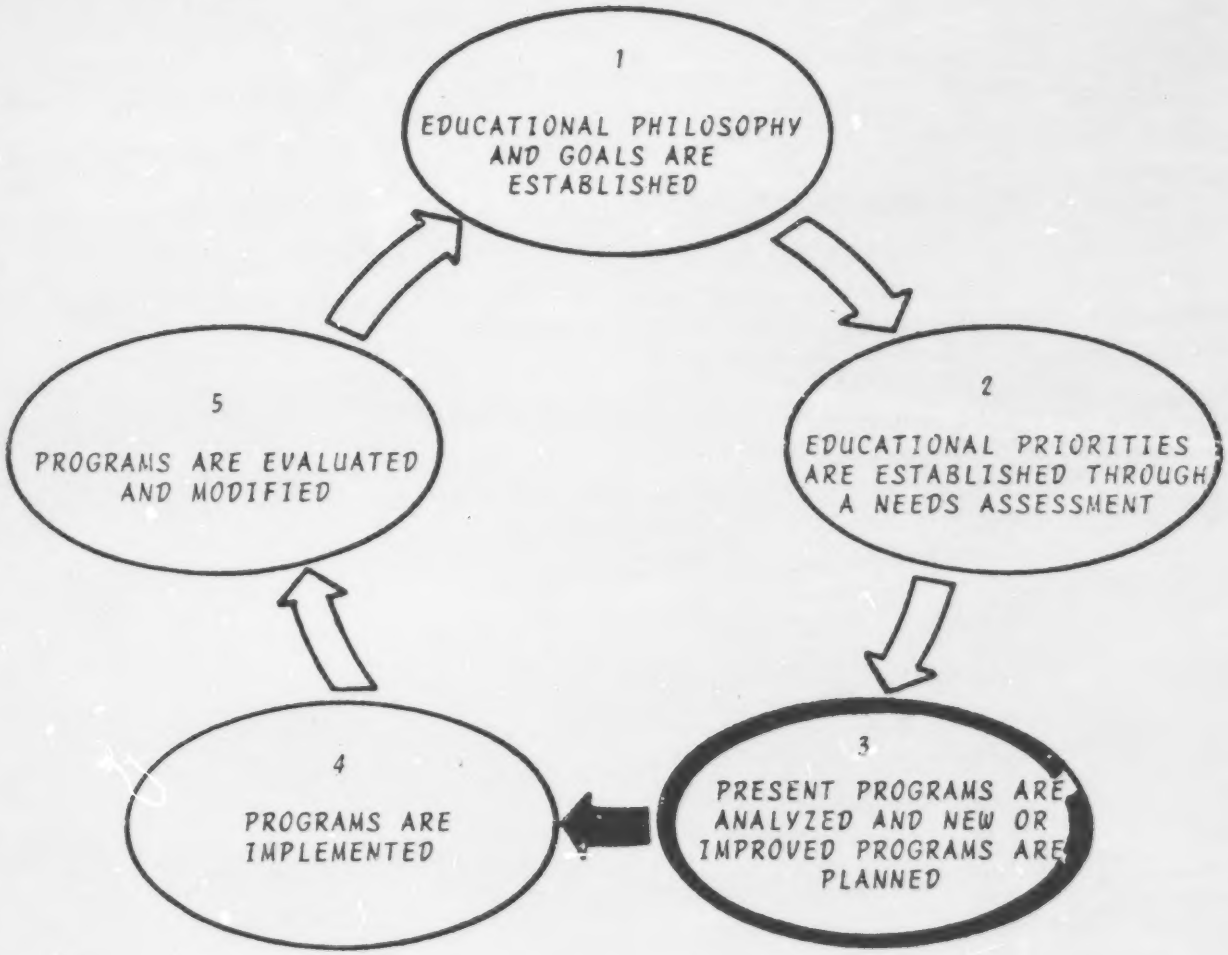
USING:

- *Report forms for Phase 2 (See Section IV, page 128.)*

16. Submit the plan for Phase 3 (BASIC TASK #14) and the report for Phase 2 (BASIC TASK #15) to R.I.D.E.

SEND TO:

- *School Approvals Unit*
  R. I. Department of Education
  Roger Williams Building
  22 Hayes Street
  Providence, RI 02908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PRESENT PROGRAMS ARE ANALYZED AND NEW OR IMPROVED PROGRAMS ARE PLANNED
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PROGRAMS ARE IMPLEMENTED
5
PROGRAMS ARE EVALUATED AND MODIFIED

PHASE
3

ANALYZE AND PLAN PROGRAMS

REQUIRED COMPONENTS:

1. Develop program plan for priority goals.
2. Analyze present programs and program alternatives in priority areas.
3. List program objectives and major activities for priority areas.
4. Develop evaluation plan for programs.
5. Report on the process and products of this phase, including information on programs to be implemented.

PEOPLE INVOLVED:

Role	Possible Activities
1. Superintendent - continues to play a leadership role through ensuring broad staff participation and providing administrative support for the staff's activities and products.	- *Makes time arrangements for staff participation.* - *Provides strong and visible support for follow-through in planning efforts.* - *Facilitates the acquisition of materials, services or information needed for planning.*
2. Professional Staff:	
- Central Administrators - provides direction, coordination, and resources to staff	- *Chair curricular committees.* - *Coordinate activities among other committees and curricular areas.* - *Identify and obtain information and materials.*

- Principals - may fulfill the same role as central administration and/or act as the resource specialist for implementation of the plans.

- *Identify individual school factors, such as staff, special populations, and facilities.*

- Faculty - function as members of curriculum or program committees by analyzing and planning programs.

- *Identify and define present-program components.*
- *Examine information and materials on program alternatives.*
- *Develop new or modified curricula.*

3. Community - in the form of advisory groups or committees function as information disseminators or school-community liaisons.

- *Serve on advisory group to review program direction in terms of goals and needs.*
- *Process and disseminate information on progress in meeting needs.*

4. Program Development Consultants - (RIDE) provide information and linkage to resources outside of the school district.

- *Provide information searches.*
- *Identify program alternatives both locally and nationally.*
- *Identify funding sources and in-service training.*
- *Link school districts with resources.*

TIME INVOLVED:

Estimate

1. It should take a district no more than 6-10 months to complete its program analysis and planning activities.

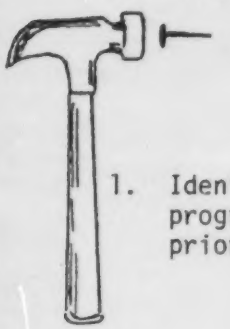
Considerations

- *Frame timelines to fit within the long-range plan.*
- *Make plans well in advance to free staff from classroom and other duties.*

- *Release time days, curriculum planning time, substitute teachers are some of the ways to free personnel.*
- *Allow sufficient time for delays in receiving commercial literature or sample materials.*
- *Information packages from R.I.D.E. are usually delivered within 10 days of the request date.*

BASIC TASKS

INFORMATION AND RESOURCES



1. Identify specific goals for the program area; validated as a priority need.

BEGIN WITH:

- *System wide goals (Phase 1) related to the need area.*
- *Goals or objectives being used in present programs.*
- *Objectives developed in New England Self-Study for Accreditation.*

NEXT:

- *Involve professional staff in work groups, review committees, etc.*
- *Adopt, adapt, or develop program level goals where needed.*

2. Determine which ongoing instructional programs are related to the program goals.

CONSIDER:

- *Support of special programs that supplement main programs.*
- *Feeder programs that provide prerequisite skills or knowledge.*

REVIEW:

- *Program descriptions.*
- *Curriculum guides.*

3. Determine what factors should be considered in analyzing present program areas.

FACTORS TO CONSIDER:

- Content (Scope and Sequence or Skills Array).
- Materials (Print and Non-print).
- Administration or Organization (Grouping, Class Size, etc.,...).
- Learning activities.
- Teaching strategies.
- Physical environment.
- Articulation (Through levels and with other programs).
- Support of special services (Health, Psychological, etc.,...).

4. Analyze present programs.

RELATING:

- Program-level goals previously determined.
- Factors identified as a basis for analysis.

DETERMINE:

- What should be maintained.
- What should be restructured.
- What should be introduced.

AVAILABLE DATA:

- Perceived needs results.
- Performance indicators results.

USING:

- Survey (questionnaire).
- Brainstorming sessions.
- Curriculum committee discussions.
- Interviews.

INVOLVING:

- *Administrators.*
- *Students.*
- *Teachers.*
- *Curriculum, media, and content specialists.*

5. Conduct search of programs and practices that might address weaknesses or gaps in current programs.

INCLUDING:

- *Literature searches.*
- *Program descriptions and curriculum guides.*
- *Visits to other school districts or agencies.*
- *Contact with research and development centers.*
- *Contact with commercial textbook and materials companies.*
- *Contact with colleges and universities.*
- *Contact with Program Development Consultants at the R. I. Department of Education.*

RESOURCES:

-ERIC *Educational Research and Information Clearinghouse.*

- NDN *National Diffusion Network.*
- ALC *Alternate Learning Center.*

6. Identify several strategies among these programs and practices.

NOTE:

- *Alternative strategies should be listed along with advantages and disadvantages.*

- *Implementation strategies*
    - *Establish system for securing, storing, distributing materials.*
    - *Design implementation timelines.*
    - *Schedule inservice support activities.*
    - *Establish communication network (meetings, reports, memoranda).*
    - *Schedule facilities and equipment needs.*
    - *Plan monitoring activities (checklists, surveys, reports).*
- *Evaluation design*
    - *State purpose of evaluation (decisions to be made).*
    - *Establish scope of evaluation (sample vs. census).*
    - *Select or develop instrumentation.*
    - *Establish data collection procedures.*
    - *Specify analysis strategies.*
    - *Develop reporting policy.*

8. Secure resources to implement plan.

CONSIDER:

- *Budget preparation.*
- *Reallocation of resources.*
- *Hire or re-organize personnel*
- *Submit proposals for state/federal grants.*

CONSIDER:

- Relevance to need.
- Resources needed.
- Population involved.
- Adaptability.
- Staffing.
- Cost of implementing.

7. Develop Program Plan.

INCLUDING:

- Program objectives - performance statements that when measured indicate how well the goals of a program are being achieved.
    - Specify population.
    - State expected outcome.
    - Prescribe method of measurement (see evaluation design).
    - Expected date of completion.
    - Desired performance level.
- Program strategies
    - Instructional sequence.
    - Instructional materials.
    - Teaching methods.
    - Learning activities.
- Program factors
    - Facilities.
    - Equipment.
    - Personnel.

9. Communicate these plans to relevant audiences.

REVIEW:

KEEPING THE PUBLIC INFORMED: ACCENT ON ACCOUNTABILITY. CAP Publication.

DISSEMINATE:

- *Community - through communications network (advisory group, press release, flyers, etc., ...).*
- *Professional staff and students - through communications network (staff assembly, newsletter, department or building meetings).*
- *School Committee - through regular meeting or progress report.*

10. Prepare description of plan for Phases 4 and 5 - Program Implementation, Program Evaluation.

USING:

- *Planning forms for Phases 4 and 5 (See Section IV, page 119.)*

11. Fill out report forms for Phase 3 - Program Analysis and Planning.

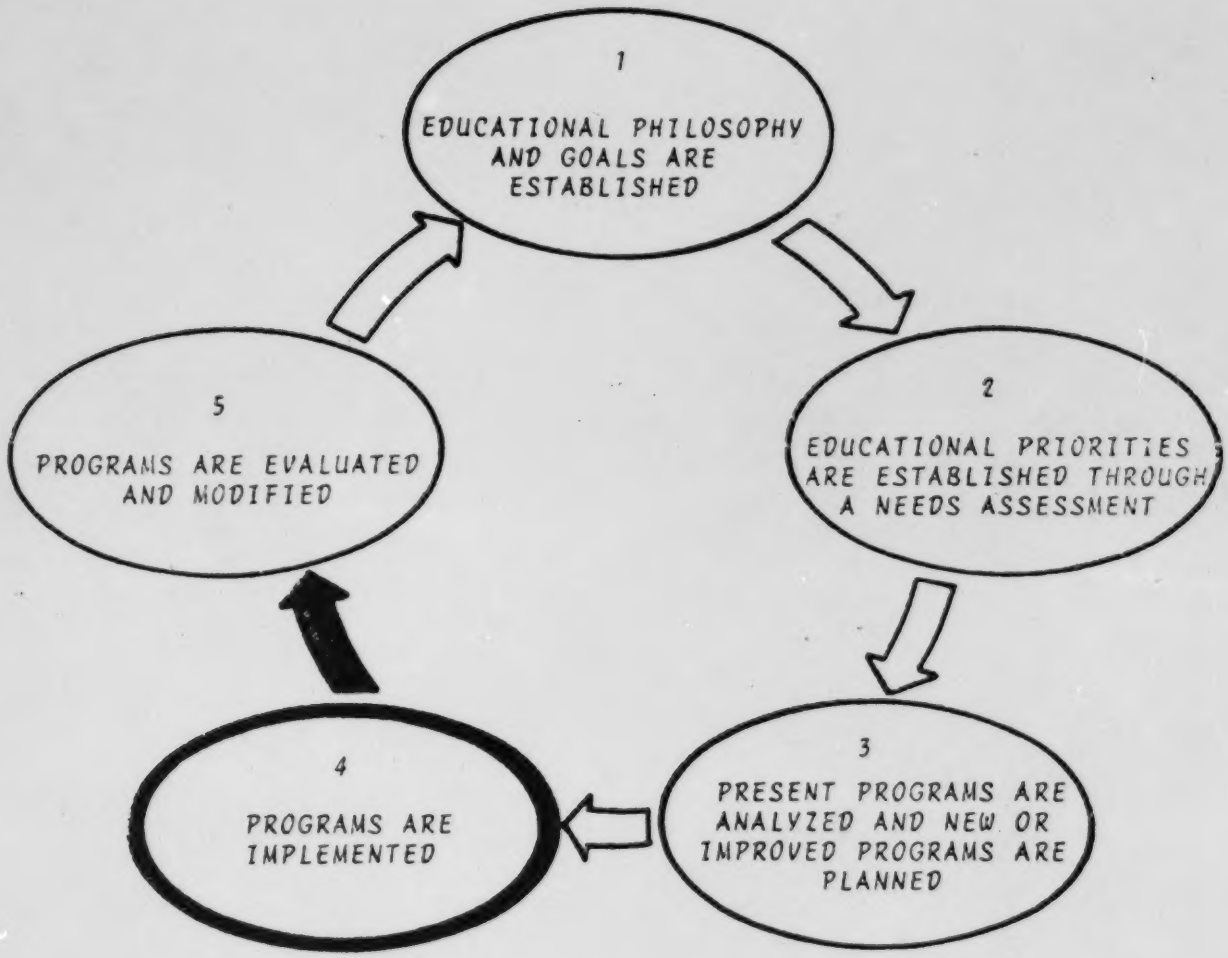
USING:

- *Report forms for Phase 3 (See Section IV, page 133.)*

12. Submit the plan for Phases 4 and 5 (BASIC TASK #9) and the report for Phase 3 (BASIC TASK #10) to R.I.D.E.

SEND TO:

- *School Approvals Unit*
  R. I. Department of Education
  Roger Williams Building
  22 Hayes Street
  Providence, RI 02908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PHASE

4

IMPLEMENT PROGRAMS

REQUIRED COMPONENTS:

1. Annual evaluation of progress in meeting program objectives.
2. Report on the process and products of the phase.

PEOPLE INVOLVED:

Role	Possible Activities
1. Superintendent - provides advocacy and facilitation for program supports in budget and other system resources.	- *Ensures through administrative procedures timely delivery of materials and services.* - *Provides strong and visible support for follow-through in implementation.*
2. Professional Staff:	
- Central Administrators - provide direction, coordination, and troubleshooting assistance to staff.	- *Organize and manage activities.* - *Orient staff with regard to resource materials or acquisition and use.* - *Follow-up any problems in resource materials or acquisition and use.*
- Principals - may fulfill the same role as central administration and /or act as their individual school's resource specialist.	- *Coordinate implementation of program at school and classroom levels.*
- Faculty - implement programs in the classroom and observe the effectiveness.	- *Attend inservice training.* - *Use materials, techniques and resources as designed in program plan.*

- *Monitor effectiveness of program in classroom.*

3. Community - in the form of advisory groups or committees function as information disseminators or school-community liaisons.

- *Process and disseminate information on progress in meeting needs.*

TIME INVOLVED:

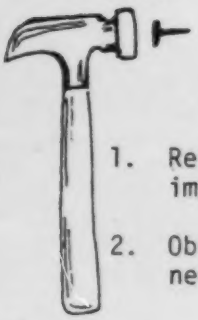
Estimate

1. It should take a district no more than two school years to complete its program implementation.

Considerations

- *Frame timelines to fit within long-range plan.*
- *Allow sufficient time for preparation activities before actual implementation of services in classroom.*
- *Once sufficient time for unexpected difficulties is built in, set firm completion dates for tasks and activities.*

BASIC TASKS



1. Review and disseminate timelines for implementation.
2. Obtain materials and/or services necessary to operate program.

INFORMATION AND RESOURCES

SUCH AS:

- *Hire new personnel.*
- *Secure equipment of facilities.*

- Operate inservice training or consultant assistance.
- Secure, store, and distribute materials.

3. Monitor readiness through communications network.

CHECKLIST:

- Personnel requirements complete.
- Equipment and facilities available and operative.
- Inservice activities complete or on schedule.
- All materials received and readied for use.

SURVEY:

- Staff familiarity with and ability to use equipment and materials.
- Staff capability as a result of inservice activities.

4. Implement program(s) as planned.

FOR INSTANCE:

- Begin classroom instruction.
- Open resource or media center.
- Initiate film series or field trips.
- Begin counseling sessions.
- Initiate use of specialists.

5. Monitor progress in meeting program objectives.

USING:

- Teacher made tests.
- Commercially prepared tests (criterion or norm-referenced).

- *Indicators of use or activity (visits to resource center on number of units completed).*

- *Teacher observations through rating scales, checklists, etc.,.*

- *Student perceptions of progress (i.e., self-rating on scale).*

6. Communicate findings of monitoring activities through planned network.

SUCH AS:

- *Staff meetings.*

- *Progress reports.*

- *Memoranda.*

7. Change planned program as necessitated by information from monitoring activities (formative evaluation).

SUCH AS:

- *Materials inadequate - supplement or revise where possible.*

- *Student population changes - readjust timelines or staffing patterns.*

- *Resource centers not being used - increase publicity or conduct awareness sessions/demonstrations.*

- *Instructional strategies or activities are not responsive to program objectives or student needs.*

8. Report changes in the Program Plan to R. I. Department of Education.

USING:

- *Report forms for Phase 4* *(See Section IV, page 138.)*

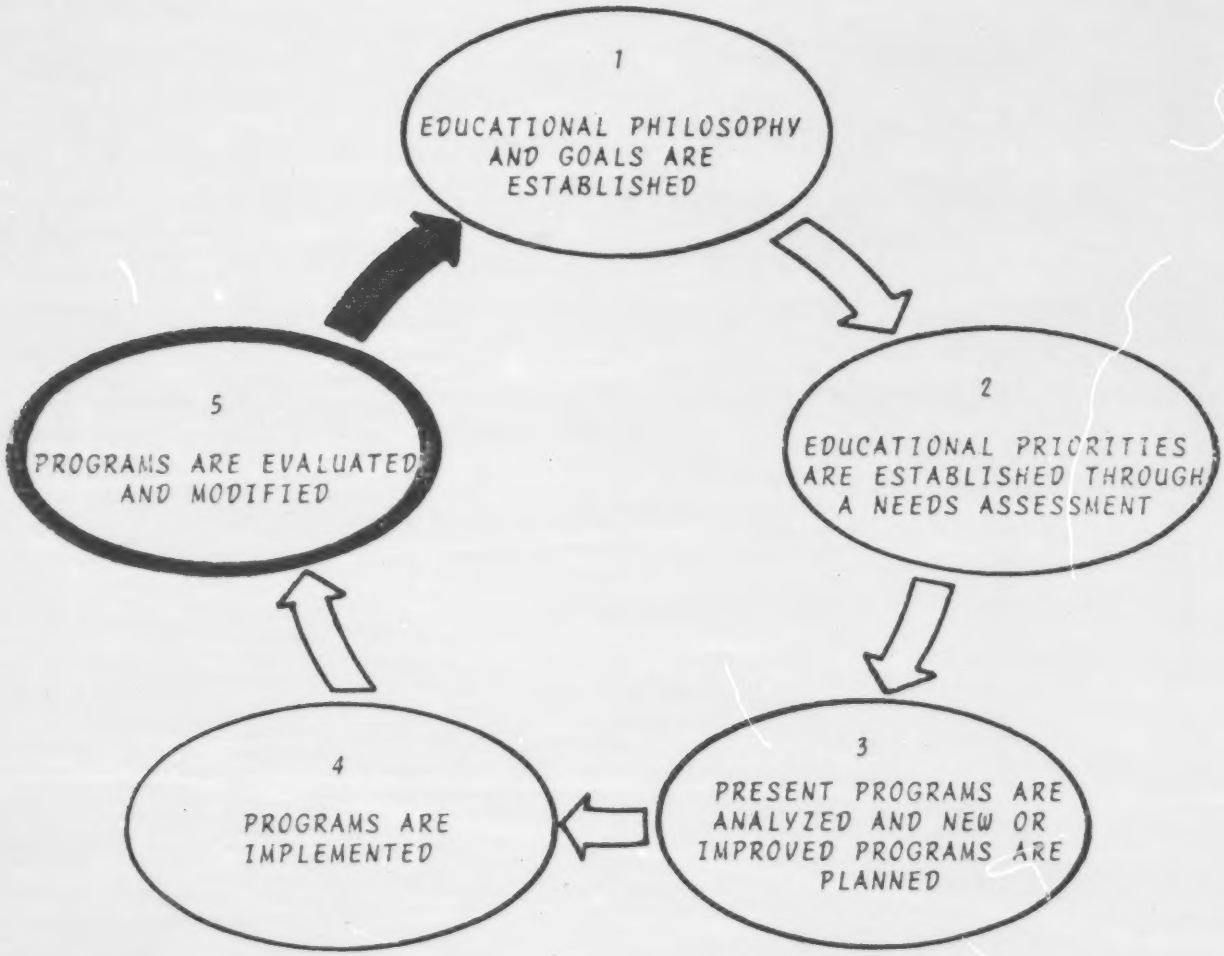
SEND TO:

- *School Approvals Unit*
  R. I. Department of Education
  Roger Williams Building
  22 Hayes Street
  Providence, RI 02908

9. Disseminate information on progress or changes.

AUDIENCES:

- Community.
- Professional Staff.
- Students.
- School Committee.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PHASE

5

Evaluate Programs

REQUIRED COMPONENTS:

1. Annual evaluation of progress in meeting program objectives.
2. Report on the process and products of the phase.

PEOPLE INVOLVED:

Role	Possible Activities
1. Superintendent - provides a strong positive atmosphere in which evaluation can take place.	- *Makes public statements about purpose and uses of evaluation information.* - *Assures staff of school's use of such information.*
2. Professional Staff:	
- Central Administrators and Principals - coordinate evaluation activities and formulate program changes.	- *Administer any large scale testing.* - *Collect and analyze evaluation data.* - *Direct staff group in program changes based on evaluation information.*
- Faculty - should provide ongoing evaluation of program effectiveness.	- *Conduct small scale test administration.* - *Systematic observation of program's operation.* - *Formulate program changes based on evaluation data.*

3. Community - in the form of advisory groups or committees function as information disseminators or school-community liaisons.

- *Process and disseminate information on progress in meeting needs.*

TIME INVOLVED:

Estimate

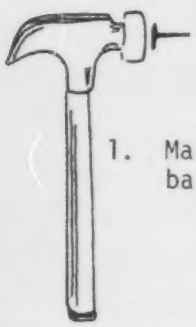
1. Formative evaluation is carried on simultaneously with program implementation, and should be completed within that two year time frame.

   Summative evaluation should take a district no more than three months to complete.

Considerations

- *Frame timelines to fit within long-range plan.*
- *When commercial tests and scoring services are used, get estimates for turnaround time.*
- *Set firm completion dates.*

BASIC TASKS



1. Make changes on evaluation design based on program changes.

INFORMATION AND RESOURCES

REMEMBER:

- *The evaluation design was developed in Phase III along with the program plan.*

SUCH AS:

- *Revised timeline.*
- *Population change.*
- *Content revision.*

NOTE:

- *Be careful such revisions don't affect the purpose of the evaluation. If it is a planned change of purpose, clearly state what it is and the reasons for the change.*

2. Gather together all formative evaluation data (monitoring information).

SUCH AS:

- *Implementation checklists.*
- *Progress reports.*
- *Assessment data from teacher-made or commercial tests.*

3. Implement evaluation design for summative data.

NOTE:

- *Summative evaluation will probably take place about two years after an instructional program began.*
- *Such an evaluation effort might also take place after one year of the instructional program's operation. This interim data may be useful for gauging progress, making program adjustments, and reporting to R.I.D.E.*

POSSIBLE STEPS:

- *Secure and distribute materials and test.*
- *Provide orientation to test administrators on testing procedures.*
- *Provide orientation to all staff who will be affected by testing or receive testing data. Such orientation should focus on the purpose of the evaluation program and the use of the data. A follow-up workshop for those who will be using data should provide more specific information before results are released.*

- Identify those who will be tested. (Draw sample if appropriate.).
- Administer tests, collect records, or gather data appropriate for evaluation.
- Analyze data.
- Prepare report on evaluation data.

4. Disseminate results of evaluation phase.

CONSIDER:

- Customized reports for various audiences.
- Reports sent through established communications network.
- Minimizing jargon.
- Summarized information.

CONTENTS OF REPORTS:

- Goals and objectives of program.
- Description of program.
- Evaluation design.
- Accomplishments or progress in meeting objectives.
- Recommendations for program changes.

AUDIENCES:

- General information
    - Public (parents, taxpayers, organizations, etc., ...).
    - All students.
    - School Committee.
- Specific Information
    - Teachers using the results for instructional reasons.
    - Administrators using results for curriculum or programmatic change.

5. Fill out report form for Phase 5 (Program Evaluation).

SEND TO:

- *School Approvals Unit*
  R. I. Department of Education
  Roger Williams Building
  22 Hayes Street
  Providence, RI 02908

USING:

- *Report forms for Phase 5 (See Section IV, page 141.)*

6. Determine which Phase of the LPAP, the school district will enter in the next cycle.

CONSIDER:

- *Unmet needs still pending.*
- *Time elapsed since needs or goals were identified.*
- *Major changes in organization personnel or financing of the school district -- impact on philosophy, goals or needs.*
- *Timelines of information required for state or federal programs and proposals (i.e., Title IV, Title I, Vocational Education, School Construction, New England Accreditation).*

7. Prepare long-range educational plan.

USING:

- *Planning Document in this Manual (See Section IV, page 106.)*

8. Prepare plan for the appropriate LPAP phase that the school district will enter in into second cycle.

USING:

- *Planning Documents in Section IV as follows:*
  - *Phase 1 page 108*
  - *Phase 2 page 112*
  - *Phase 3 page 115*

9. Submit plans and reports to RIDE.

INCLUDING:

- *Report for Phase 5.*
- *Long-Range Educational Plan.*
- *Planning Document for Appropriate Phase of Cycle 2.*

SEND TO:

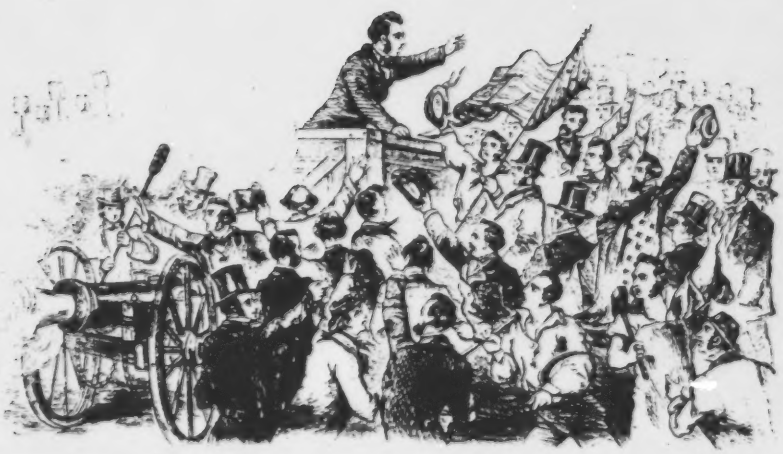
- *School Approvals Unit*
  R. I. Department of Education
  Roger Williams Building
  22 Hayes Street
  Providence, RI 02908

SECTION III

APPLYING THE PROCESS

MODEL FOR LPAP:

A SCENARIO



APPLYING THE PROCESS MODEL

The preceding section of the guidelines manual identifies the required components of the LPAP, suggests possible strategies and methods for carrying out those components and lists resources upon which a district may draw. In effect, it lists many of the "ingredients" of the LPAP in much the same way that a cookbook lists the ingredients of a recipe--without, however, suggesting ways in which those "ingredients" might be combined.

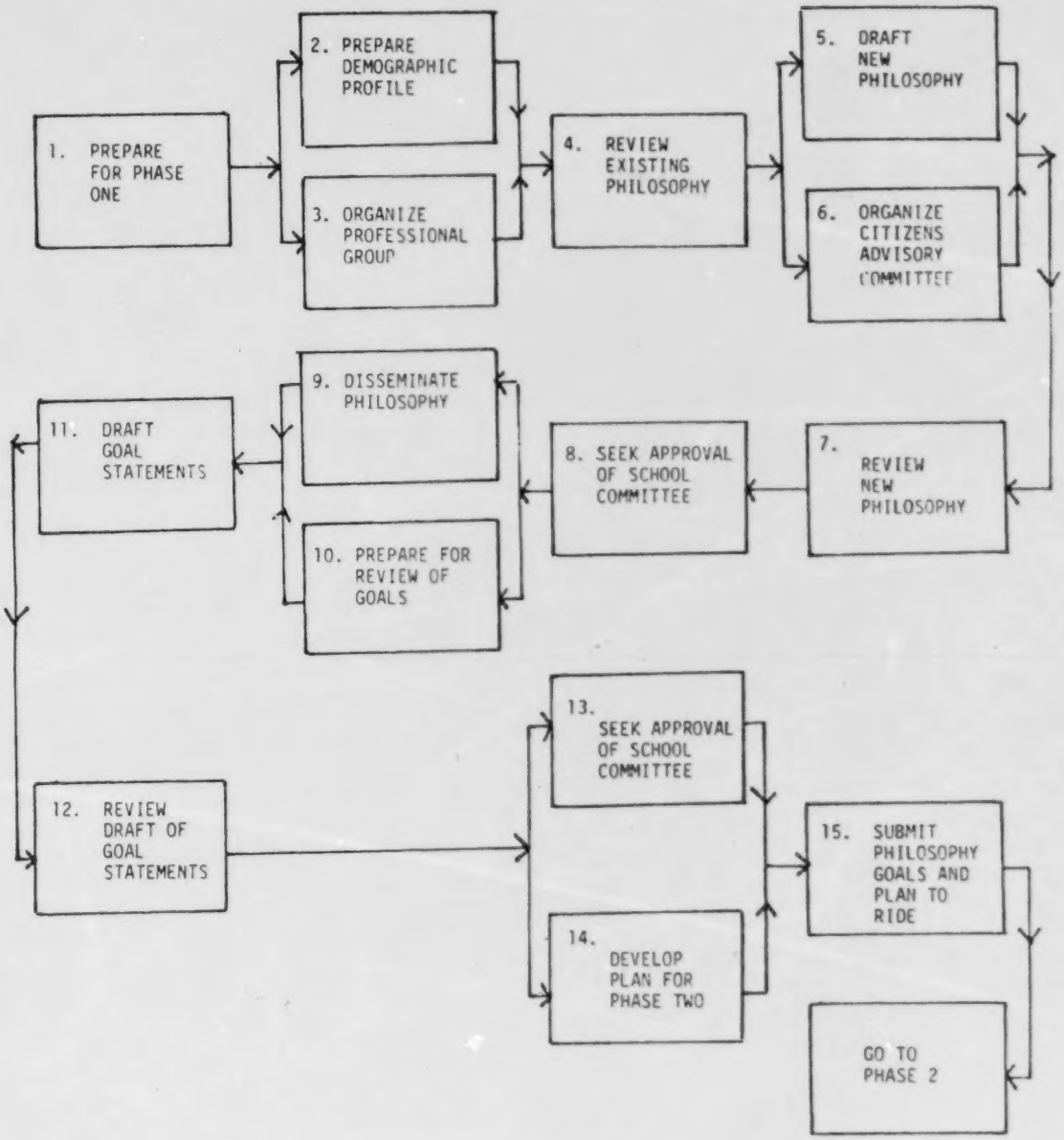
This omission is deliberate, for there are many ways in which the requirements of the LPAP can be met and no one way is necessarily better than any other. It is up to the individual school districts to find the ways that are "best" for them, for each district must cope with a unique set of circumstances.

Nonetheless, seeing how some other district has gone through the Local Planning and Assessment Process can be useful for those who are new to the LPAP. In the next section of the guidelines manual, therefore, a hypothetical district is taken step by step through the entire LPAP cycle. This scenario is based in part on the actual experiences of a number of Rhode Island school districts, but should not be taken as an exact account of what has transpired in any of them. The aim of the scenario is not to go over past history but to give districts a sense of the scope, the complexities and the possibilities of the LPAP by showing one way--of the many open to them--that the "ingredients" listed in the preceding section of the manual can be combined.

PHASE ONE:

PROCESS OVERVIEW

ESTABLISHING A PHILOSOPHY AND GOALS


1. PREPARE FOR PHASE ONE
2. PREPARE DEMOGRAPHIC PROFILE
3. ORGANIZE PROFESSIONAL GROUP
4. REVIEW EXISTING PHILOSOPHY
5. DRAFT NEW PHILOSOPHY
6. ORGANIZE CITIZENS ADVISORY COMMITTEE
7. REVIEW NEW PHILOSOPHY
8. SEEK APPROVAL OF SCHOOL COMMITTEE
9. DISSEMINATE PHILOSOPHY
10. PREPARE FOR REVIEW OF GOALS
11. DRAFT GOAL STATEMENTS
12. REVIEW DRAFT OF GOAL STATEMENTS
13. SEEK APPROVAL OF SCHOOL COMMITTEE
14. DEVELOP PLAN FOR PHASE TWO
15. SUBMIT PHILOSOPHY GOALS AND PLAN TO RIDE
GO TO PHASE 2

PHASE ONE:

ESTABLISHING A PHILOSOPHY AND GOALS

ACTIVITY	COMMENTARY

1. PREPARE FOR PHASE ONE

Superintendent

- Appoints LPAP Coordinator

The Superintendent selects a middle school principal who has been a leader in curriculum planning efforts in the district. The principal is assigned as coordinator in a part time role and continues the school responsibilities with the aid of a new clerk.

- Sets up organizational structure for conduct of LPAP

The Superintendent decides to form two committees: (1) a Professional Group (PG), composed of teachers and administrators, to draft the products required by LPAP, and (2) a Citizens Advisory Committee to review those products and make recommendations concerning them.

2. PREPARE DEMOGRAPHIC PROFILE OF COMMUNITY

LPAP Coordinator

- Determines types of data to be collected
- Collects data from appropriate sources/agencies
- Analyzes data
- Prepares profile of community

These data serve two purposes: (1) to establish a frame of reference within which to develop a philosophy and goals, and (2) to establish guidelines for selecting the members of the Citizens Advisory Committee.

3. ORGANIZE PROFESSIONAL GROUP

LPAP Coordinator

- Recruits members of group
- Organizes group
- Holds orientation session for group

The Group is made up of six principals and twelve teachers

Assisted by Program Development Consultant from R.I.D.E.

4. REVIEW EXISTING STATEMENT OF PHILOSOPHY

Professional Group

- Reviews RIDE mini-packet on philosophy
- Reviews demographic profile of district
- Reviews existing statement of philosophy
- Makes recommendations to LPAP Coordinator

The Group recommends that the existing statement of philosophy is inadequate because the make-up of the community has changed considerably since it was first written.

5. DRAFT NEW STATEMENT OF PHILOSOPHY

Professional Group

- Determines main areas of concern to be addressed
- Makes tentative outline
- Writes frist draft
- Reviews first draft
- Revises first draft
- Reviews revised statement
- Makes final revisions

6. ORGANIZE CITIZENS ADVISORY COMMITTEE

LPAP Coordinator

- Recruits members of committee
- Organizes committee for action
- Holds series of orientation sessions

Because of the differences in population from one school building to the next in the community, the LPAP Coordinator organizes the Citizens Advisory Committee into a series of subcommittees--one for each school building--to assure adequate representation for all community groups.

7. REVIEW NEW STATEMENT OF PHILOSOPHY

Citizens Advisory Committee

- Reviews RIDE mini-packet on philosophy
- Reviews demographic profile of district
- Reviews draft of new statement of philosophy
- Subcommittees present revised philosophy at open meetings in their schools
- Full Committee reviews all recommendations from subcommittees
- Reconciles discrepancies in recommendations
- Prepares draft of philosophy for recommendation to school committee

Subcommittees hold open meetings at each school, inviting comments from school staff, citizens and students. Each subcommittee meets after the open meeting to summarize the public comments in a written form.

8. SEEK APPROVAL OF SCHOOL COMMITTEE FOR STATEMENT OF PHILOSOPHY

Superintendent

- Has review of statement placed on agenda for School Committee meeting
- Prepares report summarizing LPAP activities and outcomes to date
- Distributes report and statement of philosophy to School Committee
- Meets with School Committee to solicit their approval

The School Committee accepts statement but asks minor revisions.

9. DISSEMINATES STATEMENT OF PHILOSOPHY

LPAP Coordinator

- Oversees preparation of flyer and posters by Professional Group
- Prepares news release
- Prepares presentation
- Oversees distribution of flyers, posters and news release
- Gives series of presentations

Four major vehicles for dissemination are chosen.

(1) Flyers: These are to be sent home with students.

(2) Posters: These are to be made by high school art students and placed in central locations throughout the community.

(3) News releases: These are to be made available to state and local media through the superintendent's office.

(4) Presentations: These are to be given to interested community groups.

10. ORGANIZE FOR REVIEW OF GOAL STATEMENTS

LPAP Coordinator

- Collects goal statements
- Holds orientation session for Professional Group
- Holds orientation sessions for Citizens Advisory Group

Orients each group to the goal selection procedures to be used.

11. DRAFT GOAL STATEMENTS

Professional Group

- Establishes criteria and rating system
- Reviews and rates goal statements
- Tabulates ratings
- Prepares list of all goal statements with average rating agreed upon as cut-off point

The function of the Professional Group in this case is to conduct the initial review of the available goal statements so as to eliminate any that are clearly inappropriate or badly written.

12. REVIEW DRAFT OF GOAL STATEMENTS

Citizens Advisory Committee

- Reviews and rates goal statements on list prepared by Professional Group
- Prepares lists of high priority goal statements
- Prepares press release outlining the "draft" goals and inviting public comment
- Reviews and summarizes comments received
- Reconciles priorities in light of comments
- Prepares final list of priority goal statements for recommendation to the School Committee

This committee provided a telephone number and two dates for open meetings that interested parties could use as a forum to comment in addition to any written responses

13. SEEK APPROVAL OF SCHOOL COMMITTEE FOR GOAL STATEMENTS

Superintendent

- Has review of goal statements placed on agenda for School Committee meeting
- Prepares report summarizing LPAP activities and outcomes since last report
- Distributes report and goal statements to School Committee
- Meets with School Committee to solicit their approval

After some debate, the School Committee accepts the goal statements as presented to them.

14. DEVELOP PLAN FOR PHASE TWO OF LPAP

LPAP Coordinator and Professional Group

- Review Needs Assessment: A Manual for the Local Educational Planner
- Determine types of data to be collected
- Decide methods to be used
- Design data collection plan
- Develop list of activities
- Assign responsibilities
- Develop timeline
- Seek feedback from Superintendent
- Prepare plan for submission to RIDE

Obtains copy of the manual from the district's Program Development Consultant (R.I.D.E.).

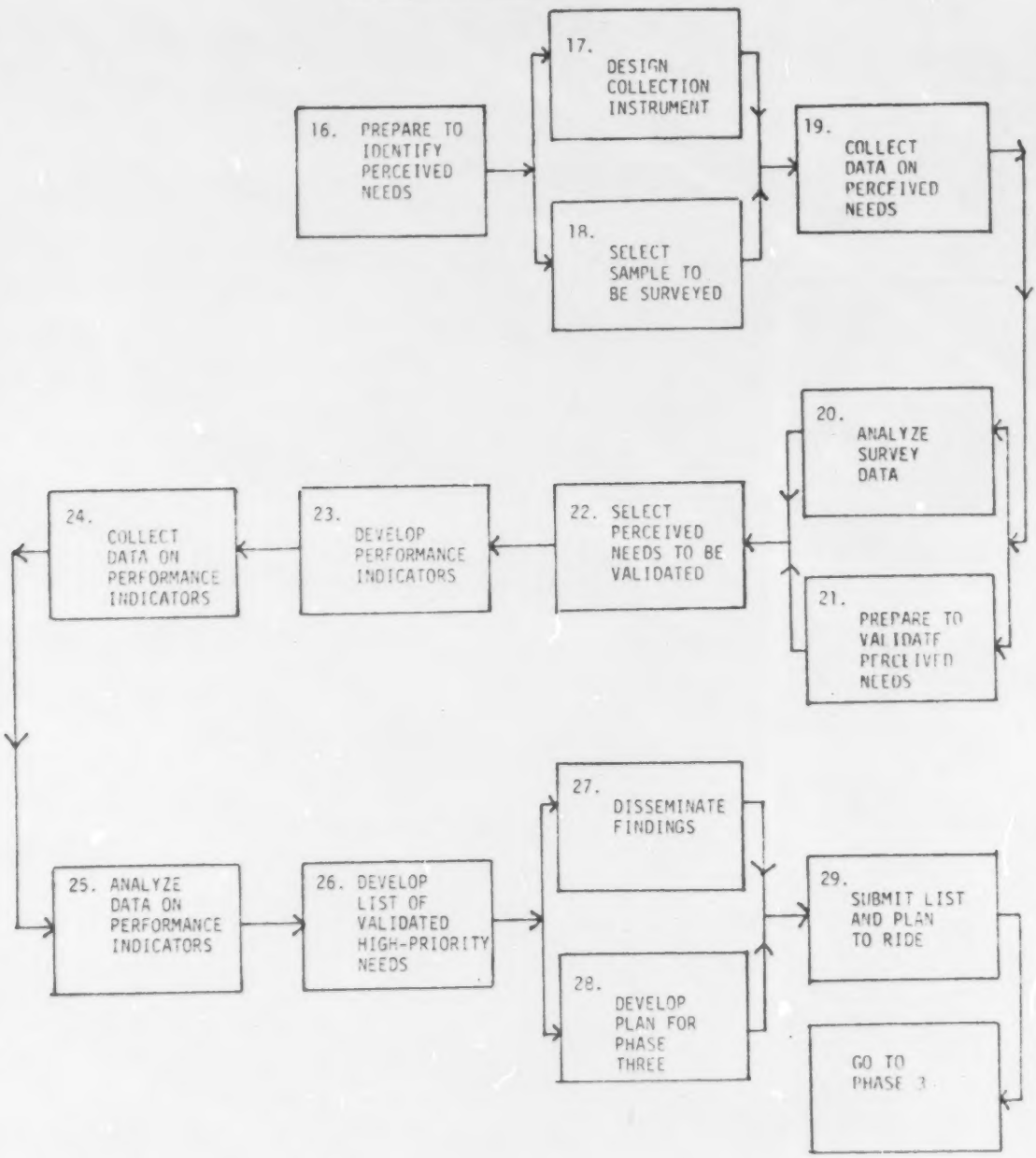
After considerable discussion of the alternatives, the LPAP Coordinator and the Professional Group decide to collect perceived needs by sending a questionnaire to a random sample of community residents, students and school personnel and to validate those perceived needs via both standardized tests and teacher-made tests.

15. SUBMIT PHILOSOPHY, GOALS AND PLAN TO RIDE

PHASE TWO:

PROCESS OVERVIEW

ESTABLISH EDUCATIONAL PRIORITIES


16. PREPARE TO IDENTIFY PERCEIVED NEEDS
17. DESIGN COLLECTION INSTRUMENT
18. SELECT SAMPLE TO BE SURVEYED
19. COLLECT DATA ON PERCEIVED NEEDS
20. ANALYZE SURVEY DATA
21. PREPARE TO VALIDATE PERCEIVED NEEDS
22. SELECT PERCEIVED NEEDS TO BE VALIDATED
23. DEVELOP PERFORMANCE INDICATORS
24. COLLECT DATA ON PERFORMANCE INDICATORS
25. ANALYZE DATA ON PERFORMANCE INDICATORS
26. DEVELOP LIST OF VALIDATED HIGH-PRIORITY NEEDS
27. DISSEMINATE FINDINGS
28. DEVELOP PLAN FOR PHASE THREE
29. SUBMIT LIST AND PLAN TO RIDE
GO TO PHASE 3

PHASE TWO:

ESTABLISHING EDUCATIONAL PRIORITIES

ACTIVITY	COMMENTARY

16. PREPARE TO COLLECT PERCEIVED NEEDS

LPAP Coordinator

- Identifies need(s) for assistance
- Meets with consultants to plan orientation and needs assessment procedures
- Holds orientation session for Professional Group
- Provides copy of goal statements to consultant for Needs Assessment Services

The Coordinator decides to obtain technical assistance from R.I.D.E. Needs Assessment Service.

17. DESIGN DATA COLLECTION INSTRUMENT

Professional Group

- Reviews draft questionnaire with consultant
- Develops list of acceptable items
- Writes new items where necessary
- Sends revised questionnaire to consultant from Needs Assessment Service

Needs Assessment Service consultant prepares draft of questionnaire based on district's goal statements.

Needs Assessment Service designs final draft of questionnaire for printing.

18. SELECT SAMPLE TO BE SURVEYED

LPAP Coordinator

- Reviews demographic profile of community
- Identifies sub-population to be surveyed
- Determines sample size
- Obtains list of community residents, students in public schools and public school personnel
- Draws sample
- Contacts Needs Assessment Service and informs consultant of the number of questionnaires needed

Consultant works closely with LPAP Coordinator on this task.

Needs Assessment Service prints questionnaires and returns them to district for distribution.

19. COLLECT DATA ON PERCEIVED NEEDS

LPAP Coordinator

- Prepares cover letter
- Mails letter and questionnaire
- Logs in questionnaires as they are returned
- Sends second questionnaire and letter to persons who fail to respond to the first

The second mailing is undertaken because of the low rate of return on the first. The two sets of responses will be analyzed separately.

20. ANALYZE SURVEY DATA

LPAP Coordinator

- Sends questionnaire to Needs Assessment Service for analysis
- Reviews results
- Prepares report for Professional Group

21. PREPARE TO VALIDATE PERCEIVED NEEDS

LPAP Coordinator

- Holds orientation session for Professional Group

In conjunction with Program Development Consultant from R.I.D.E.

22. SELECT PERCEIVED NEEDS TO BE VALIDATED

Professional Group

- Establishes criteria for selecting the number of perceived needs to be validated

The top twenty perceived needs will be selected for validation.

- Reviews results of survey

Among the areas identified for validation are basic skills and the learning environment. These areas will be used as examples of the professional group's activities

23. DEVELOP PERFORMANCE INDICATORS

Professional Group

- Reviews list of perceived needs selected for validation
- Identifies content areas for which indicators are to be written
- Establishes criteria and format for performance indicators

Through work session with LPAP Coordinator and Program Development Consultant.

- Forms itself into small work groups to write indicators for the identified content areas

PG Work Group

- Draft indicators for their content areas
- Review indicators
- Revise indicators
- Review revised draft
- Revise indicators again
- Review second draft
- Revise second draft
- Prepare final draft

In the process of developing the performance indicators, the work groups identify the specific methods and instruments by which those indicators can be measured.

24. COLLECT DATA ON PERFORMANCE INDICATORS

LPAP Coordinator

- Holds orientation session on LPAP for district test supervisors
- Oversees Professional Group's development of learning environment questionnaire

Test Supervisors

- Oversee administration of Standard Test of Academic Skills
- Collect and analyze data on latest ITBS

Professional Group

- Obtains copies of available questionnaires on learning environment
- Reviews available questionnaires
- Decides format for questionnaire
- Rates available questionnaire items
- Develops list of acceptable items
- Reviews list for completeness and/or redundancy
- Wites new items where necessary
- Reviews new items
- Revises new items
- Prepares final draft of questionnaire

The LPAP Coordinator and the Superintendent decide to use the results of the Iowa Tests of Basic Skills, which they administer on a regular basis anyway, to validate perceived needs in basic skills at the fourth and eighth grade levels and to administer the Standard Test of Academic Skills, which they have not administered previously, to a sample of twelfth-grade students. To validate perceived needs in the area of the Learning Environment they decide to give a questionnaire to a sample of fifth, seventh, ninth and eleventh-grade students.

25. ANALYZE DATA ON PERFORMANCE INDICATORS

LPAP Coordinator

- Reviews results of survey
- Reviews results of testing
- Prepares report for Professional Group and Superintendent

Test Supervisors

- Send tests to outside contractor for scoring
- Send results to LPAP Coordinator

26. DEVELOP LIST OF VALIDATED HIGH-PRIORITY NEEDS

Professional Group

- Agrees on criteria for classification of a validated need as "high priority"
- Reviews LPAP Coordinator's report on results of survey and testing
- Develops a ranked list of validated high priority needs

27. DISSEMINATE FINDINGS

LPAP Coordinator

- Oversees preparation of flyers
- Prepares news release
- Prepares presentation
- Oversees distribution of flyers and news release
- Gives series of presentations

Three major vehicles for dissemination are chosen.

(1) Flyers: These are to be mailed to all householders in the community.

(2) News release: Sent to state and local newspapers.

(3) Presentations: These are to be given before interested community groups.

28. DEVELOP PLAN FOR PHASE THREE

LPAP Coordinator

- Determines type of information to be generated
- Develops list of major activities
- Assigns responsibilities
- Develops timeline
- Seeks feedback from Superintendent
- Prepares plan for submission to RIDE

In conjunction with Program Development Consultant, plans are developed using forms in Section IV of the guidelines manual

29. SUBMIT LIST AND PLAN TO RIDE

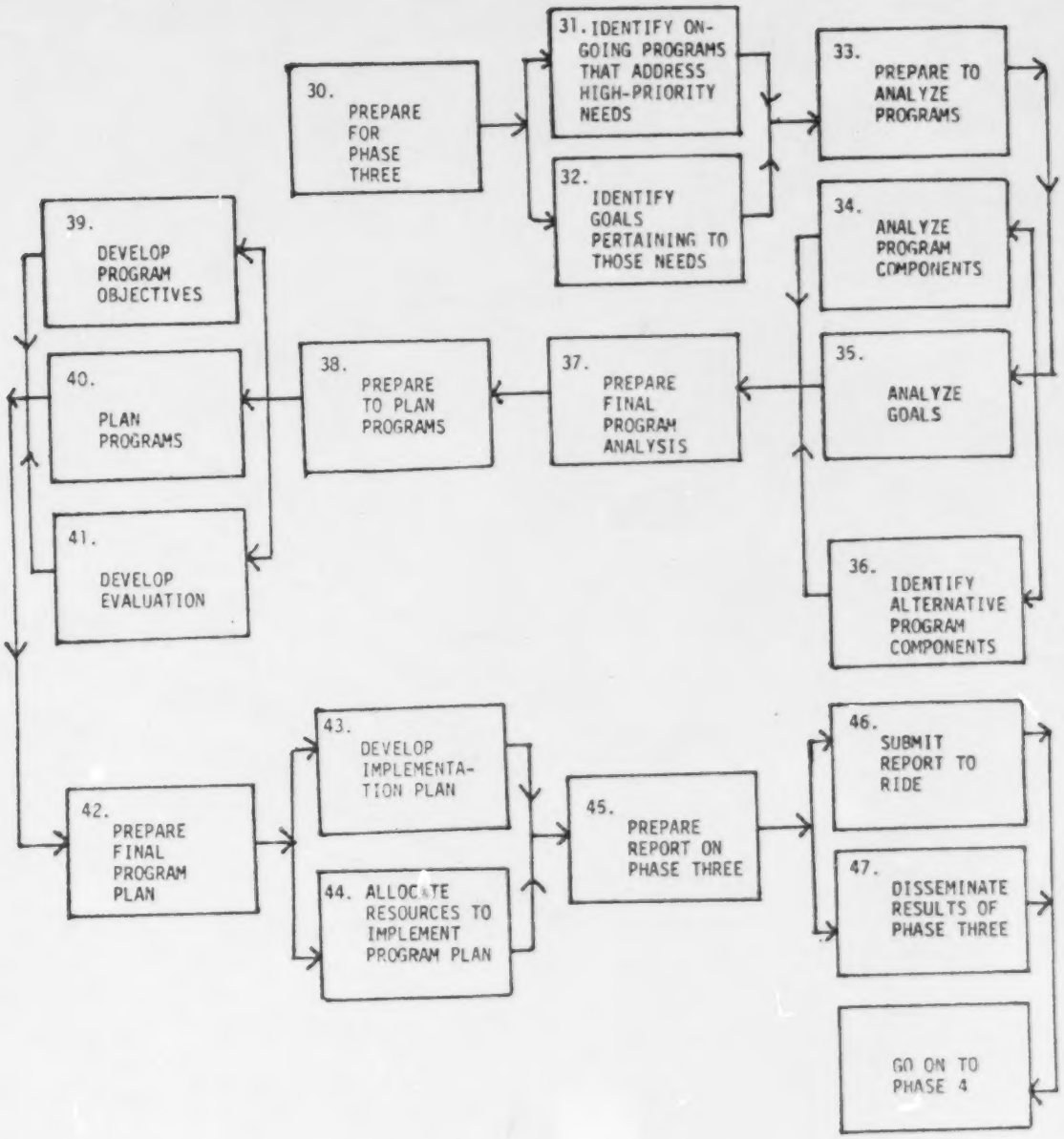
Superintendent

- Submits copies of list of high-priority validated needs and plan for phase three to School Approvals Unit

PHASE THREE:

PROCESS OVERVIEW

ANALYZE AND PLAN PROGRAMS


30. PREPARE FOR PHASE THREE
31. IDENTIFY ON-GOING PROGRAMS THAT ADDRESS HIGH-PRIORITY NEEDS
32. IDENTIFY GOALS PERTAINING TO THOSE NEEDS
33. PREPARE TO ANALYZE PROGRAMS
34. ANALYZE PROGRAM COMPONENTS
35. ANALYZE GOALS
36. IDENTIFY ALTERNATIVE PROGRAM COMPONENTS
37. PREPARE FINAL PROGRAM ANALYSIS
38. PREPARE TO PLAN PROGRAMS
39. DEVELOP PROGRAM OBJECTIVES
40. PLAN PROGRAMS
41. DEVELOP EVALUATION
42. PREPARE FINAL PROGRAM PLAN
43. DEVELOP IMPLEMENTATION PLAN
44. ALLOCATE RESOURCES TO IMPLEMENT PROGRAM PLAN
45. PREPARE REPORT ON PHASE THREE
46. SUBMIT REPORT TO RIDE
47. DISSEMINATE RESULTS OF PHASE THREE
GO ON TO PHASE 4

PHASE THREE:

PROGRAM ANALYSIS AND PLANNING

ACTIVITY	COMMENTARY

30. PREPARE FOR PHASE THREE

LPAP Coordinator

- Holds orientation session for Professional Group
- Sends letter to all teachers and administrators

Letter summarizes results of LPAP to this point, outlines plans for Phase Three and asks for their cooperation.

31. IDENTIFY ON-GOING PROGRAMS THAT ADDRESS HIGH-PRIORITY NEEDS

Professional Group

- Reviews descriptions of current programs
- Reviews curriculum guides
- Identifies main programs that address needs
- Identifies feeder programs that provide pre-requisite skills and knowledge
- Identifies special programs that supplement main programs
- Prepares summary of its findings

To perform this task, the Professional Group divides into three groups--one to identify programs in the language arts, one to identify programs in math and one to identify programs related to the learning environment.

32. IDENTIFY GOALS PERTAINING TO THOSE NEEDS

Professional Group

- Identifies goals developed in Phase One that relate to validated high-priority needs
- Identifies previously exisiting goals related to these needs
- Identifies goals developed in connection with the New England Self-Study for Accreditation

The Professional Group surveys teachers and curriculum specialists to discover the goals they perceive to be operative in the school system in the three curriculum areas under study.

33. PREPARE TO ANALYZE PROGRAMS

LPAP Coordinator

- Holds orientation session for Professional Group
- Recruits teachers and curriculum specialists to aid committee in analysis of programs
- Holds orientation session for teachers and curriculum specialists

34. ANALYZE PROGRAM COMPONENTS IN LIGHT OF NEEDS

Professional Group

- Obtains copies of available questionnaires pertaining to programs in the areas of identified need
- Reviews questionnaires
- Decides on format for survey instrument
- Rates available questionnaire items
- Develops list of acceptable items
- Reviews list for completeness and redundancy
- Writes new items where necessary

The Professional Group decides to survey teachers, curriculum specialists and principals to determine which program components require modification.

- Reviews new items
- Revises new items
- Prepares final draft of questionnaire

LPAP Coordinator

- Oversees production of questionnaire
- Prepares cover letter
- Oversees distribution of questionnaire
- Logs in questionnaires as they are returned
- Oversees key-punching and tabulation of results
- Prepares summary of results for each of the three areas under consideration
- Sends letter of thanks to survey participants

Professional Group

- Reviews survey results
- Meets with teachers who work in areas of validated needs to discuss findings
- Meets with school principals to discuss findings
- Meets with central office staff to discuss findings

35. ANALYZE GOALS IN LIGHT OF NEEDS

Professional Group

- Reviews goal statements for relevance to identified needs
- Draws up list of relevant goals
- Reviews list to determine implications for program planning
- Submits report to LPAP Coordinator

36. IDENTIFY ALTERNATIVE PROGRAM COMPONENTS

Professional Group

- Conducts search of the literature pertaining to language arts, mathematics and the learning environment
- Visits other school districts
- Contacts the education departments of the local institutions of higher education
- Contacts curriculum specialists within the district
- Contacts RIDE Information Services
- Writes report summarizing current trends in the three areas of need
- Catalogs all materials for easy reference
- Makes abstracts of program descriptions

37. PREPARE FINAL PROGRAM ANALYSIS

LPAP Coordinator

- Prepares report summarizing findings pertaining to analysis of program components and goals and program alternatives
- Submits report to Professional Group

Professional Group

- Reviews report
- Approves report

LPAP Coordinator

- Prepares final draft of report
- Submits report to Superintendent

Superintendent

- Reviews report
- Approves report

38. PREPARE TO PLAN PROGRAMS

LPAP Coordinator

- Holds orientation session for PG
- Recruits teachers, curriculum specialists and principals for Program Planning Committees
- Holds orientation sessions for Program Planning Committees
- Organizes Program Planning Committees for action
- Reproduces report on program analysis
- Distributes report to all members of Program Planning Committee

Three committees are formed, one for mathematics, one for language arts and one for the learning environment.

39. DEVELOP PROGRAM OBJECTIVES

Professional Group

- Reivews list of validated high-priority needs
- Reviews goals identified in Step 34
- Reviews Program Objectives Manual developed by RIDE
- Drafts program objectives
- Reviews draft of program objectives
- Revises first draft
- Reviews first draft
- Prepares final draft
- Submits list of program objectives to members of appropriate Program Planning Committees and to LPAP Coordinator

40. PLAN PROGRAMS

Program Planning Committees

- Review summaries of current trends in the areas under consideration
- Review abstracts of programs
- Review materials gathered in Step 35

All information and materials are reviewed in light of the results of program analysis and with reference to program objectives

- Establish articulated sequence of skills and knowledge for language arts and mathematics
- Establish list of desireable types and levels of interaction among students, teachers and administrators
- Link skills sequences to program objectives
- Select instructional activities, texts and materials
- Make recommendations pertaining to preferred teaching strategies, grading policies and methods of grouping students
- Identify areas in which in-service training for teachers is needed and recommends training programs
- Prepare reports on findings and recommendations (including budgetary needs)
- Submit report to LPAP Coordinator

41. DEVELOP EVALUATION PLAN

LPAP Coordinator

- Ascertains the types of decisions to be made on the basis of the evaluation
- Ascertains the types of information required to make those decisions

Professional Group

- Attends RIDE workshop on program evaluation
- Develops strategy for planning program evaluation
- Identifies critical components in the preparation, installation and operation of the three programs developed in Step 39 which will serve as process checkpoints for formative evaluation
- Identifies methods and instruments for conducting formative evaluation
- Identifies methods and procedures for conducting summative evaluation
- Develops schedule of evaluation activities
- Embodies descriptions of methods and procedures and schedule of activities in comprehensive evaluation plan
- Submits plan to Program Planning Committees for review and recommendations

Program Planning Committees

- Review evaluation plan

As a result of their review, they suggest minor modifications in the plan.

Professional Group

- Reviews recommendations of Program Planning Committees
- Revises evaluation plan
- Submits plan to LPAP Coordinator

42. PREPARE FINAL PROGRAM PLAN

LPAP Coordinator

- Prepares program plan based on recommendations of Program Planning Committees
- Submits plan to Program Planning Committees

Program Planning Committees

- Review plan
- Approve plan

LPAP Coordinator

- Prepares final draft of plan
- Submits plan to Superintendent

Superintendent

- Reviews plan
- Approves plan

43. DEVELOP IMPLEMENTATION PLAN

LPAP Coordinator

- Meets with superintendent and principals
- Develops list of major activities related to implementation of programs in high-priority areas
- Assigns responsibilities
- Develops timeline
- Seeks feedback from superintendent and principals
- Prepares final draft of plan

44. ALLOCATE RESOURCES TO IMPLEMENT PLAN

All resource allocations are reviewed in light of program requirements in high-priority areas.

Superintendent

- Reviews personnel assignments and requests
- Reviews requests and recommendations for materials

- Reviews recommendations for in-service training
- Reviews opportunities for state and federal grants
- Reviews projected budget
- Makes personnel assignements
- Approves/disapproves requests for materials
- Approves/disapproves recommendations for in-service training
- Determines grants for which district is eligible to apply
- Submits grant proposals
- Prepares final budget

This information is obtained from the Program Development Consultant assigned to the district.

45. PREPARE REPORT ON PHASE THREE FOR RIDE

LPAP Coordinator

- Prepares a synopsis of the activities and results of Phase Three
- Submits synopsis to Professional Group and Superintendent for review
- Revises synopsis and prepares final draft

46. SUBMIT REPORT TO RIDE

Superintendent

- Submits report to School Approvals Unit

47. DISSEMINATE RESULTS OF PHASE THREE

LPAP Coordinator

- Prepares news release
- Prepares special report
- Prepares presentations
- Distributes news release
- Distributes report
- Gives presentations

A variety of vehicles for dissemination are chosen.

1. Newspaper. Community residents will be reached via the local paper.

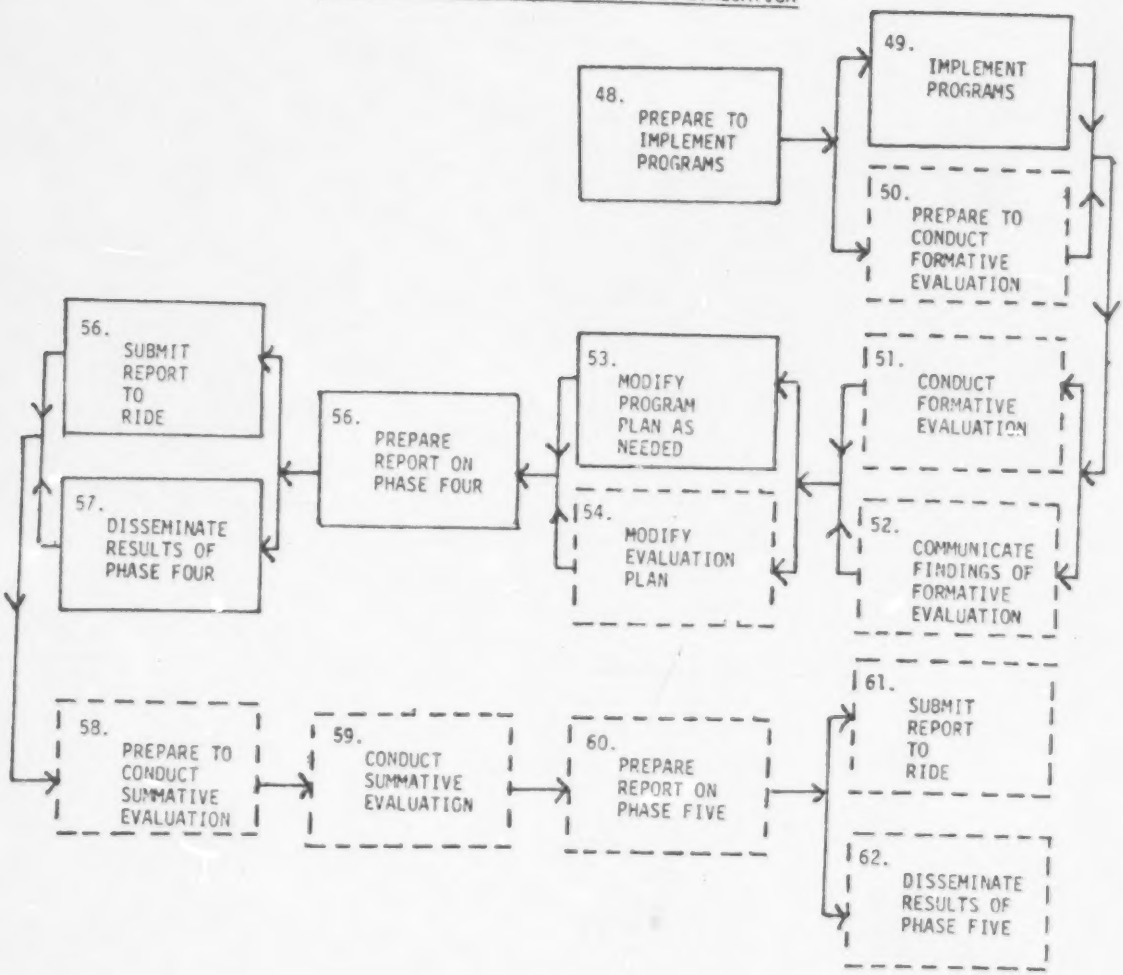
2. Presentations. Interested community groups and the School Committee will be informed of the results of Phase Three via a series of presentations.

3. Special report. The professional staff in the district will learn of the results in a twenty-five page report.

PHASES FOUR AND FIVE:

PROCESS OVERVIEW

PROGRAM IMPLEMENTATION & PROGRAM EVALUATION


48. PREPARE TO IMPLEMENT PROGRAMS
49. IMPLEMENT PROGRAMS
50. PREPARE TO CONDUCT FORMATIVE EVALUATION
51. CONDUCT FORMATIVE EVALUATION
52. COMMUNICATE FINDINGS OF FORMATIVE EVALUATION
53. MODIFY PROGRAM PLAN AS NEEDED
54. MODIFY EVALUATION PLAN
56. PREPARE REPORT ON PHASE FOUR
56. SUBMIT REPORT TO RIDE
57. DISSEMINATE RESULTS OF PHASE FOUR
58. PREPARE TO CONDUCT SUMMATIVE EVALUATION
59. CONDUCT SUMMATIVE EVALUATION
60. PREPARE REPORT ON PHASE FIVE
61. SUBMIT REPORT TO RIDE
62. DISSEMINATE RESULTS OF PHASE FIVE

NOTE: Because they are conceptually distinct, Phases Four and Five are dealt with as separate entities in the Regulations and in the preceding sections of the Guidelines Manual. In actual operation, however, they are interlinked. Therefore, the graphic representation for the two phases shows all the steps in both, but distinguishes one phase from the other via the use of solid and broken lines. Solid lines represent the steps in Phase Four while broken lines represent the steps in Phase Five.

49. IMPLEMENT PROGRAMS

Teachers

- Conduct instructional activities in math and language arts according to program plan

Teachers, Guidance Counselors and Principals

- Undertake activities designed to improve learning environment as indicated in program plan
- Attend workshops on topics pertaining to their areas of responsibility

50. PREPARE TO CONDUCT FORMATIVE EVALUATION

LPAP Coordinator

- Holds series of orientation sessions for teachers
- Holds orientation session for guidance counselors
- Holds orientation session for principals

At these orientation sessions, each person receives a brief summary of the evaluation plan, a checklist of the type of records he or she is to keep and samples of all forms he or she will be required to use.

51. CONDUCT FORMATIVE EVALUATION

Teachers

- Administer teacher-made tests in mathematics and language arts
- Keep checklists of student progress through skills hierarchy
- Administer standardized tests
- Compile detailed summary reports on student progress

The standardized tests are given at the beginning and end of the school year to provide a cross-check on other evaluation techniques and to provide baseline information for the summative evaluation.

These reports are compiled at the end of each quarter for the students in a given grade taken as a group. They are based on the checklists and teacher-made tests.

PHASE FOUR:

PROGRAM IMPLEMENTATION

AND

PHASE FIVE:

PROGRAM EVALUATION

ACTIVITY

COMMENTARY

48. PREPARE FOR PHASE FOUR

Superintendent

- Approves textbooks, equipment and audiovisual materials selected to supplement materials presently in use
- Approves training or consultant services

LPAP Coordinator

- Engages services of consultants to hold workshops for professional staff
- Checks to see if all materials received and ready for use
- Checks to see if equipment and facilities are available and operative
- Meets with principals to review program plan and implementation plan

These workshops will be held throughout the year.

Principals

- Meet with teachers and other professional staff to review program plan and implementation plan

Guidance Counselors

- Meet with students, teachers and principals to discuss issues related to the learning environment
- Tabulate checklist data and compile summary reports

Each of these groups is asked to keep a weekly checklist on the nature and extent of their interactions.

53. MODIFY PROGRAM PLAN AS NEEDED

The program plan is modified at the end of the first year.

Program Planning Committees

- Make recommendations for modification of program plan
- Submit recommendations to LPAP Coordinator

These recommendations are based on the results of the formative evaluation and on the suggestions made by teachers and other professional staff. See item 52.

LPAP Coordinator

- Prepares revised program plan based on their recommendations
- Submits plan to Program Planning Committees

Program Planning Committees

- Review revised program plan
- Approve revised plan

LPAP Coordinator

- Prepares final draft of revised plan
- Submits revised plan to Superintendent

Superintendent

- Reviews revised plan
- Approves revised plan

54. MODIFY EVALUATION PLAN AS NEEDED

Professional Group

- Reviews revised program plan
- Revises evaluation plan in accordance with program changes
- Submits revised evaluation plan to Program Planning Committees for review and recommendations

Program Planning Committees

- Review revised evaluation plan

They recommend that the revised plan be submitted to the LPAP Coordinator.

Professional Group

- Submits revised evaluation plan to LPAP Coordinator

LPAP Coordinator

- Submits revised evaluation plan to Superintendent

Superintendent

- Reviews revised evaluation plan
- Approves plan

55. PREPARE REPORT ON PHASE FOUR

LPAP Coordinator

- Reviews program implementation activities
- Reviews results of program evaluation
- Reviews program modifications
- Prepares report on Phase Four
- Submits report to Superintendent

56. SUBMIT REPORT TO RIDE

Superintendent

- Submits report on Phase Four to School Approvals Unit

57. DISSEMINATE RESULTS OF PHASE FOUR

LPAP Coordinator

- Prepares news release
- Prepares special report
- Prepares presentation
- Distributes news release and special report
- Makes presentations

The following vehicles are chosen to disseminate the results of Phase Four:

1. Newspaper. The community at large is the target of news stories.
2. Special report. Teachers, principals and other professionals will receive a five-page summary of the results of Phase Four.
3. Presentations. These will be made to interested groups.

58. PREPARE TO CONDUCT SUMMATIVE EVALUATION

LPAP Coordinator

- Holds series of orientation sessions for teachers
- Holds orientation session for guidance counselors
- Holds orientation session for principals

59. CONDUCT SUMMATIVE EVALUATION

Teachers

- Administer standardized tests in mathematics and language arts
- Compile detailed summary reports on student progress (See commentary under item 51.)
- Make recommendations for program changes

Guidance Counselors

- Make final tabulation of learning environment checklist data and compile summary reports
- Make recommendations for program changes

LPAP Coordinator

- Surveys a sample of students, teachers, guidance counselors and principals to obtain their perceptions on the learning environment.

60. PREPARE REPORT ON PHASE FIVE

LPAP Coordinator

- Assembles evaluation data
- Analyzes data
- Prepares summary report with recommendations for program changes
- Submits report to Superintendent

Superintendent

- Approves program changes

61. SUBMIT REPORT TO RIDE

Superintendent

- Submits report to School Committee
- Submits report to School Approvals Unit

62. DISSEMINATE RESULTS OF PHASE FIVE

LPAP Coordinator

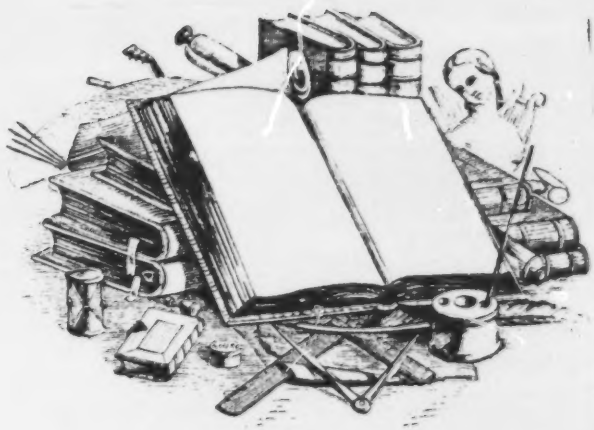
- Prepares news release
- Prepares special report
- Prepares presentation
- Distributes news release and special report
- Meets with School Committee
- Makes presentation to community groups

The following vehicles are chosen for dissemination of the results of Phase Five:

1. Newspaper. The community at large will be informed of the results of Phase Five via a feature story in the Sunday paper.

2. Special Report. Teachers, principals and other professionals will receive a five-page summary of the results of Phase Five. The School Committee will also receive this report at a special meeting.

3. Presentations. Interested community groups will be informed of the results of Phase Five in a series of presentations.



SECTION IV:

PLANNING AND RESULTS REPORTS

REPORTING LPAP PLANS AND ACTIVITIES

LPAP involves an agreement between the Commissioner of Education and the local school district, stating that the district will develop a long-range educational plan for planning and assessment activities. The district agrees to submit the plan and the results of the activities identified in the plan to the Commissioner in a series of reports. The forms for submitting each of the reports are reproduced in the following pages. They should be sent to:

SCHOOL APPROVALS UNIT
R. I. Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI 02903

LONG-RANGE PLAN

- WHAT: Brief outline of the phases of LPAP and estimated timelines for their completion over a four-year period.
- WHEN: Submitted when a district initiates its LPAP activities and upon the initiation of each succeeding cycle of LPAP.
- START: A district will begin its initial cycle of LPAP at a phase of the LPAP model commensurate with the district's ongoing program; not necessarily at the point of establishing an educational philosophy and goals.
- NOTE: If a district chooses to initiate LPAP at a stage other than establishing philosophy and goals, it should document the completion of activities which reflect the prior phases of LPAP.

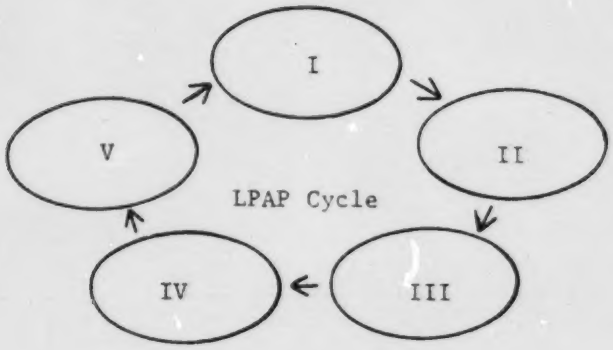
PLANNING DOCUMENT FOR THE LOCAL PLANNING AND ASSESSMENT PROCESS

LONG-RANGE EDUCATIONAL PLAN

School District: *Date:*

Phase	Timelines *	
	Begin	*Complete*
Establish Philosophy and Goals		
Establish Educational Priorities		
Program Analysis and Planning		
Program Implementation		
Program Evaluation		

* It should take approximately four years to accomplish a complete cycle of LPAP.



OVERVIEW

PLANNING DOCUMENTS

- WHAT: Detailed plans, including activities and participants for conducting each phase of LPAP.
- WHEN: Submitted prior to the initiation of the respective phase of LPAP activities.
- HOW: List, do not describe, the specific activities associated with each "Major Activity."
- WHO: Indicate, in the "Participants" column, the task groups, review committees or advisory councils which will be responsible for each specific activity.
- NOTE: Notify the School Approvals Unit and your program development consultant of any changes which are made in the Plan of Activities for an LPAP phase after the plan has been submitted to RIDE.

PLANNING DOCUMENT FOR THE LOCAL PLANNING AND ASSESSMENT PROCESS

ESTABLISHING PHILOSOPHY AND GOALS

School District: *Date:*

I. Plan for this phase of LPAP

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
1. Organize for Conduct of LPAP				
2. Establish Broad Community Involvement for Philosophy Development				

ESTABLISHING PHILOSOPHY AND GOALS

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
3. Develop District-wide Statement of Philosophy				
4. Establish Broad Community Involvment for Setting Educational Goals				

ESTABLISHING PHILOSOPHY AND GOALS

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
5. Identify Educational Goals				
6. Additional Activities				

ESTABLISHING PHILOSOPHY AND GOALS

II. End-of-phase responsibilities

Activity	Timeline	
	Begin	*Complete*
1. Develop Plan for Establishing Educational Priorities		
2. Submit Report on Educational Philosophy and Goals to RIDE		

PLANNING DOCUMENT FOR THE LOCAL PLANNING AND ASSESSMENT PROCESS

ESTABLISHING EDUCATIONAL PRIORITIES

School District: *Date:*

I. Plan for this phase of LPAP

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
1. Collect Perceived Educational Needs				

ESTABLISHING EDUCATIONAL PRIORITIES

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
2. Develop Performance Indicators				
3. Validate Perceived Needs				
4. Prioritize Validated Needs				
5. Additional Activities				

ESTABLISHING EDUCATIONAL PRIORITIES

II. End-of-phase responsibilities

Activity	Timeline	
	Begin	*Complete*
1. Develop Plan for Program Analysis and Planning		
2. Submit Report on Educational Priorities to RIDE		

PLANNING DOCUMENT FOR THE LOCAL PLANNING AND ASSESSMENT PROCESS

PROGRAM ANALYSIS AND PLANNING

School District: *Date:*

I. Plan for this phase of LPAP

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
1. Review and Analyze Present Programs in Priority Goal Areas				
2. Review and Analyze Alternative Programs in Priority Goal Areas				

PROGRAM ANALYSIS AND PLANNING

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
3. Develop Program Plan* inclucing: a) Program Objectives				
b) Instructional Activities				

*Refer to definitions of "program" and "program plan" in the Provisional Regulations for LPAP.

PROGRAM ANALYSIS AND PLANNING

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
c) Formative Evaluation Plan				
d) Summative Evaluation Plan				
4. Additional Activities				

PROGRAM ANALYSIS AND PLANNING

II. End-of-phase responsibilities

Activity	Timeline	
	Begin	Complete
1. Develop Plan for Program Implementation		
2. Submit Report on Program Analysis and Planning to RIDE		

PLANNING DOCUMENT FOR THE LOCAL PLANNING AND ASSESSMENT PROCESS

PROGRAM IMPLEMENTATION AND PROGRAM EVALUATION

School District: *Date:*

I. Plan for this phase of LPAP

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
1. Obtain Materials, Facilities and Services Necessary to Implement Program(s)				
2. Identify Personnel Needed to Implement and Operate Program(s)				

PROGRAM IMPLEMENTATION AND PROGRAM EVALUATION

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
3. Provide In-Service Training as Needed				
4. Implement Program(s)				
5. Conduct Formative (Implementation) Evaluation as Per Program Plan				

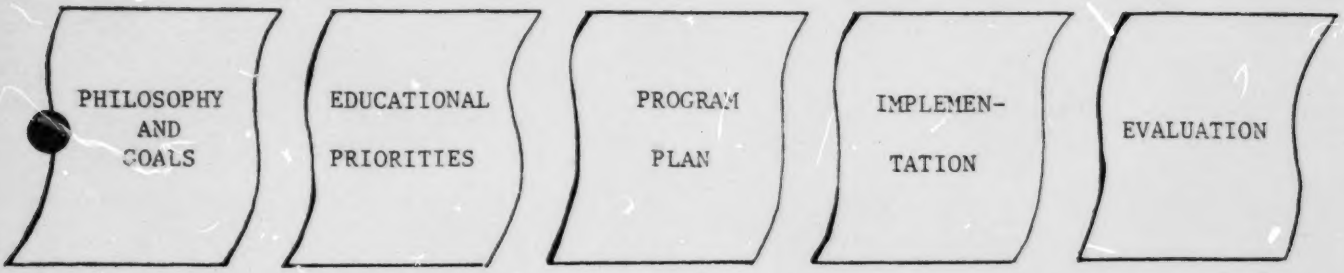
PROGRAM IMPLEMENTATION AND PROGRAM EVALUATION

Activities		Participants	Timeline	
Major	*Specific*		*Begin*	*Complete*
6. Modify program implementation as necessary				
7. Conduct summative evaluation as per program plan				
8. Modify program as necessary				
9. Additional activities				

PROGRAM IMPLEMENTATION AND PROGRAM EVALUATION

II. End-of-phase responsibilities

Activities	Timelines	
	Begin	*Complete*
1. Submit report on program implementation to RIDE		
2. Submit annual report on program evaluation to RIDE		
3. Develop Long-Range Educational Plan for next LPAP cycle		



OVERVIEW

RESULTS REPORTS

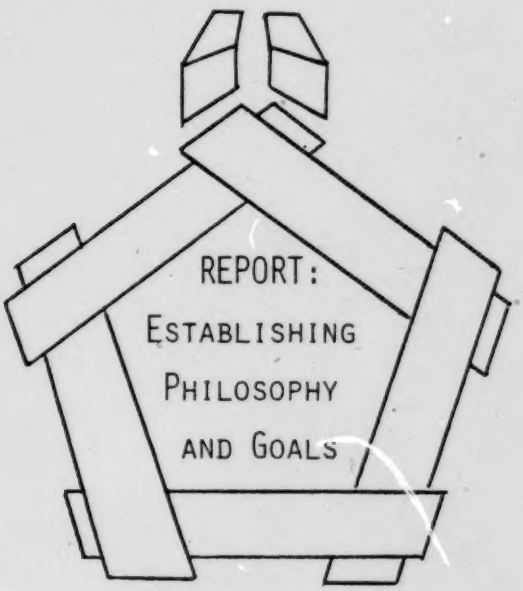
- WHAT: Brief descriptions of activities and outcomes for each phase of LPAP.

- WHEN: Submit upon completion of each phase of LPAP (Evaluation reports to be submitted annually).

- HOW: Narrative and descriptive sections of each report should be kept brief.

- NOTE: Reports on formative evaluation are required annually; reports on summative evaluation are required at appropriate points in time (e.g., after a program has run a sufficient amount of time to draw conclusions).

LOCAL PLANNING AND ASSESSMENT PROCESS



School District: *Date:*

Broad Community Involvement and Professional Staff Participation

Statement of Educational Philosophy

List of Educational Goals

1. Briefly describe the procedures used to gain broad community involvement and the participation of professional staff in your LPAP activities.

2. Indicate which segments or groups of the community were presented in your LPAP activities (e.g., parents, non-parents, students, community organizations and interest groups, ethnic groups).

3. List the groups and committees involved in the establishment of philosophy and goals, their composition, and, if different from those stated in the planning document, their key functions.

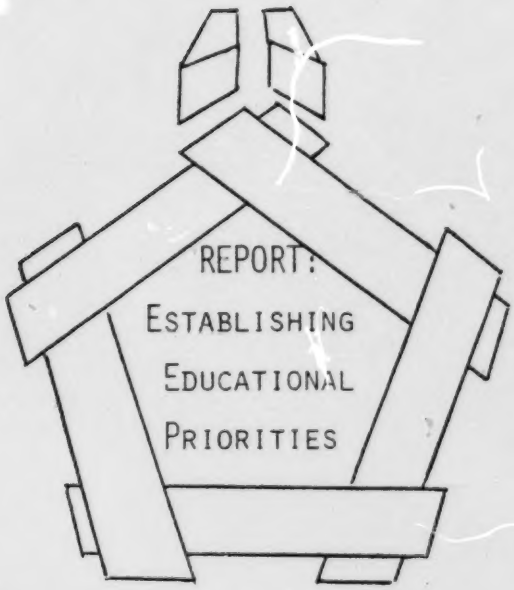
Group	Number of Members			Key Functions
	Citizens	Professional Staff	Students	

4. Please attach the following to this report:

   a) Statement of Educational Philosophy.

   b) List of Educational Goals.

LOCAL PLANNING AND ASSESSMENT PROCESS



School District: *Date:*

Description of Procedures

Outcomes

- Perceived Needs
- Performance Indicators
- Validation Results
- Educational Priorities

1. Briefly describe the procedures and instruments used to establish perceived educational needs.

2. Briefly describe the process for selection of performance indicators.

3. Briefly describe how you validated perceived needs.

4. Briefly describe how you ranked performance indicators.

5. List the groups and committees involved in the establishment of educational priorities, their composition, and, if different from those stated in the planning document, their key functions.

Group	Number of Members			Key Functions
	Citizens	Professional Staff	Students	

6. Please attach the following to this report:

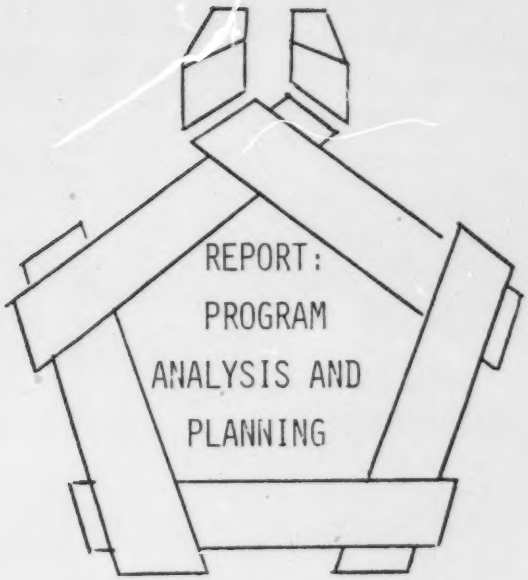
   a) Summary of perceived needs. Indicate any schools for which the perceived needs differ significantly from those of the entire district.

   b) Performance indicators.

   c) Summary of validation results; including data for individual schools where appropriate.

   d) Ranked priority needs; including priorities for individual schools where appropriate.

LOCAL PLANNING AND ASSESSMENT PROCESS



School District: *Date:*

Description of Procedures

Program Plan

- Program Objectives
- Activities for Individual School Needs
- Implementation Plan
- Evaluation Plan

1. Briefly describe the procedures used to analyze and plan program(s) in the identified priority goal area(s).

2. Briefly describe the procedures used to develop program objectives in the identified priority goal area(s).

3. List the groups and committees involved in the development of a program plan, their composition, and, if different from those stated in the planning document, their key functions.

Group	Number of Members			Key Functions
	Teachers	Administrators	Specialists	

4. Please attach the program plan to this report; the program plan should, at a minimum, include:

   a) Program objectives.

   b) Program activities and resources, including, where appropriate, those designed to meet the needs of individual schools.

   c) Implementation plan.

   d) Plan for formative and summative evaluation of priority programs.

LOCAL PLANNING AND ASSESSMENT PROCESS

School District: *Date:*

Implementation Activities
Changes in Program
Changes in Timeline

1. Briefly describe your program implementation activities, including activities pertaining to individual schools where appropriate.

2. Have you made any major changes in the program(s), including changes made at the individual school level?

Yes No

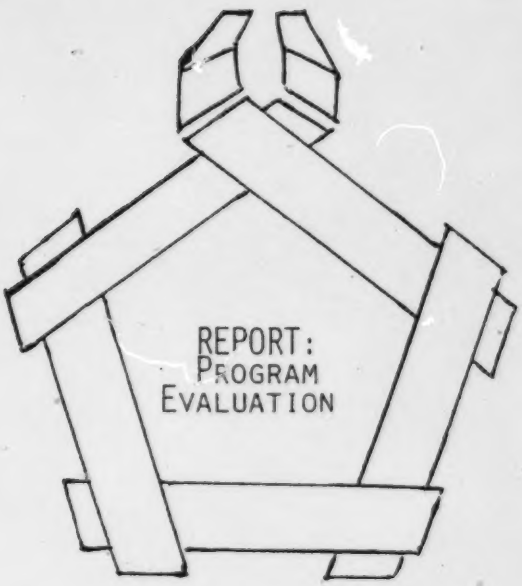
If yes, please describe:

3. Have you made any changes in the implementation timelines, including changes made at the individual school level?

Yes No

If yes, please describe:

LOCAL PLANNING AND ASSESSMENT PROCESS



School District: *Date:*

Formative Evaluation Design and Activities
Formative Evaluation Results
Summative Evaluation Design and Activities
Summative Evaluation Results

1. Briefly describe the design and activities of the formative evaluation of programs in the priority goal area(s). Include information for individual schools where appropriate.

2. Summarize results of the formative evaluation. Include summaries of data, and information on individual schools where appropriate.

3. Briefly describe the design and activities of the summative evaluation of programs in the priority goal area(s). Include information for individual schools where appropriate.

4. Summarize the results of the summative evaluation. Include summaries of data pertaining to each program objective. Information for individual schools should be included where appropriate.

APPENDICES

APPENDIX A

Agencies Referenced

BOARD OF REGENTS
R. I. Department of Education
199 Promenade Street
Providence, R. I. 02908
277-2088

RHODE ISLAND DEPARTMENT OF EDUCATION
199 Promenade Street
Providence, RI 02908
277-2031

SCHOOL APPROVALS UNIT
R. I. Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI 02908
277-2046

STATISTICAL INFORMATION UNIT
R. I. Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI 02908
277-2651

STATWIDE PLANNING OFFICE
Melrose Street
Providence, R. I.
277-2655

R. I. ECONOMIC DEVELOPMENT COUNCIL
One Weybosset Hill
Providence, RI
277-2601

PROGRAM DEVELOPMENT UNIT
R. I. Department of Education
Roger Williams Building
22 Hayes Street
Providence, RI
277-2821

SUPPORT SERVICES UNIT
R. I. Department of Education
220 Roger Williams Building
22 Hayes Street
Providence, RI 02908
277-2841

APPENDIX B

DOCUMENTS REFERENCED

LOCAL PLANNING AND ASSESSMENT PROCESS PROVISIONAL REGULATIONS. Rhode Island Department of Education, Bureau of Technical Assistance

EDUCATION ACT OF 1973. RHODE ISLAND LAWS RELATING TO EDUCATION, Title 16 of the General Laws, Chapter 49

MASTER PLAN FOR EVALUATION. Rhode Island Department of Education, Bureau of Research and Evaluation

EDUCATION GOALS FOR RHODE ISLAND. Rhode Island Department of Education

RIDE MINI-PACKET: ESTABLISHING AN EDUCATIONAL PHILOSOPHY AND GOALS. Rhode Island Department of Education, Bureau of Technical Assistance

EDUCATIONAL GOALS AND OBJECTIVES: A MODEL FOR COMMUNITY AND PROFESSIONAL INVOLVEMENT. Phi Delta Kappa's Commission on Educational Planning, P.O. Box 789, Bloomington, Indiana 47401

NEEDS ASSESSMENT, A MANUAL FOR THE LOCAL EDUCATIONAL PLANNER. Rhode Island Department of Education, Bureau of Technical Assistance

NEEDS ASSESSMENT SURVEY SERVICE MANUAL. Rhode Island Department of Education, Bureau of Technical Assistance

NEEDS ASSESSMENT RESOURCE GUIDE. Rhode Island Department of Education, Bureau of Technical Assistance

SCORE. Westinghouse Learning Corporation, Educational Services

SNAP. CTB/McGraw Hill

MINNEMAST. Center for the Study of Evaluation, U.C.L.A., Los Angeles, California 90024

EPIC. Educational Innovator's Press, Warren Plaza West, Hightstown, New Jersey 08520

DISCREPANCY EVALUATION. Croft Leadership Action, #44, 100 Garfield Avenue, New London, Connecticut 06320

KEEPING THE PUBLIC INFORMED: ACCENT ON ACCOUNTABILITY. Cooperative Accountability Project, Colorado Department of Education, Denver, Colorado 80203